DOCUMENT RESUME

ED 117 478 CE 006 134

AUTHOR Becker, Dorothy, Ed.
TITLE Proceedings of the Adult Student Personnel Association Conference. (12th, New York City, April 10-12, 1975). "Mid-Life Career Changes".
INSTITUTION Adult Student Personnel Association, Inc.
PUB DATE Apr 75
NOTE 87p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS Adult Counseling; *Adult Development; Adult Education Programs; *Adult Programs; Adult Students; *Career Change; Computer Programs; *Conference Reports; Human Engineering; Manpower Utilization; Models; *Occupational Mobility; Professional Associations; Program Descriptions; Speeches; Unemployed; Working Women
IDENTIFIERS Adult Student Personnel Association

ABSTRACT

Texts of speeches given at the Adult Student Personnel Association conference regarding career change in mid-life are presented. They include: Socio-Political Implications of Career Changes (Vinia R. Quinones), discussing educational needs, relocation, psychological, political, and social implications regarding women and career changes; Continuous Career Decisions (Mary T. Howard), examining work patterns, quasi-institutionalized societal responses to changing employment needs and a new work-life plan; Mid-Life Career Changes--An Institutional Model (Alan Entine), providing background material, describing counseling and academic programs at State University of New York, Stony Brook, and answering questions presented by conference participants; Mid-Life Career Changes--A Community Model (Mardell Grothe, Barbara Wilson, and John Turner), describing a career education project for home-based adults in Providence, Rhode Island and answering questions presented by conference participants; Demonstration-Computer Based Educational Opportunity Center (Jackson Jupp), describing a computerized file which provides specific information about the utilization of student services for adult students at the City University of New York. A listing of Association officials, the conference schedule, an award presentation, the annual business meeting report, the annual president's message, and historical data regarding Association personnel and conferences are included. (LH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117478

JAN 23 1976

ADULT STUDENT PERSONNEL ASSOCIATION INC.

CONVENTION PROCEEDINGS

Twelfth Annual Convention

April 10-12, 1975

The Belmont Hotel

New York City, New York

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE006134

Adult Student Personnel Association

An Association for Adult Student Personnel Workers

founded in 1961

TWELFTH ANNUAL CONFERENCE PROCEEDINGS

"Mid-Life Career Changes"

The Belmont Hotel
New York City, New York
April 10, 11, 12, 1975

Edited by Dorothy Becker
Bronx Community College
City University of New York

Assisted by Ronald H. Miller
Regents Regional Coordinating Council
for Postsecondary Education in New York City
New York City Regional Center for Life-Long Learning

ADULT STUDENT PERSONNEL ASSOCIATION, INC. OFFICIALS

OFFICERS

President
Eleanor Y. Love
University of Louisville

President-Elect
Robert H. Grimes
Loop College, Chicago

Treasurer
Dr. Beryl W. Williams
Morgan State College

Secretary
Dorothy Becker
Bronx Community College
(CUNY)

Past-President, Historian
Robert A. Allen, Jr.
University of Rochester

TRUSTEES

Dr. Margaret A. Green

Dr. Robert R. Gwydir, Jr.
Nassau Community College

Robert E. Moseley
Duchess Community College

Ms. Jacqueline Gibson
Essex Community College

Dr. Robert Helmes
Xavier University

Dr. Mary T. Howard
Hostos Community College (CUNY)

COMMITTEE CHAIRMEN

Publication:
Ronald H. Miller
Pace University

Elections:
Robert A. Allen
University of Rochester

1975 Conference:
Frank Petrone, Local Arrangements
Bronx Community College (CUNY)

Dr. Mary T. Howard, Program
Hostos Community College (CUNY)

Ronald H. Miller, Program
Pace University

LIAISON REPRESENTATIVES

A.C.H.E.
Dr. Sherman V. M. Kent
Rider College

C.A.E.O.
Robert A. Allen, Jr.
University of Rochester

Ronald H. Miller
Pace University

U.S.A.E.S.
Dr. Beryl W. Williams
Morgan State College

April 10-12, 1975

Belmont Hotel
New York, New York

PROGRAM

Thursday, April 10, 1975	
2:00 p.m. - 6:00 p.m.	Registration
4:00 p.m.	Board of Trustees Meeting
6:00 p.m.	Cocktail Hour (Cash Bar)
7:00 p.m.	Dinner Meeting
	Greetings from U.S.A.E.S. Presentation of Bernard W. Reed Award. Speaker: Ms. Vinia Quinones - member Board of Higher Education, CUNY "Socio-Political Implications of Career Changes"
9:00 p.m.	President's Reception
Friday, April 11, 1975	
9:00 a.m.	Breakfast
9:45 a.m.	General Session: Presentation by Dr. Mary T. Howard, Dean of Student Services, Hostos Community College, CUNY "Continuous Career Decisions
10:30 a.m.	Roundtable Discussions: Evaluations and Implementations of Presentation

11:30 a.m.	General Session: Model Feedback
12:30 p.m.	Free Time and Tours

Saturday, April 12, 1975

9:30 a.m.	Workshops: Mid-Career Counseling Institutional Model: Dr. Allen Entine Assistant Academic Vice-President SUNY at Stony Brook
11:00 a.m.	Workshop: Mid-Career Counseling Community Model: Career Counseling for Adults: A Research & Development Model Dr. Mardell S. Grothe Dr. Barbara Lazarus Wilson Mr. John F. Murphy Career Education Project Providence, Rhode Island
2:00 p.m.	Association Business Meeting Dr. Eleanor Y. Love, presiding
3:30 p.m.	Demonstration: Computer Based Educational Opportunity Center
4:30 p.m.	Board of Trustees Meeting
6:00 p.m.	Cocktail Hour (Cash Bar)
7:00 p.m.	Banquet: Salutations and Tributes to A.S.P.A. Founder - Dr. Martha L. Farmer upon her retirement

TABLE OF CONTENTS

PAGE

Adult Student Personnel Association, Inc., Officials..... i

Program..... ii

Thursday Evening

Greetings U.S.A.E.S., Mr. John Tarrentino..... 1

Presentation of Bernard Webster Reed Award..... 3
Mr. Robert A. Allen, Jr.

Acceptance of Bernard Webster Reed Award..... 4
Dr. Sherman V. M. Kent

Address: Socio-Political Implications of Career Changes..... 9
Ms. Vinia R. Quinones, Assistant Executive Director, Arthur C. Logan Memorial Hospital; Member Board of Higher Education, City University of New York

Friday

Continuous Career Decisions..... 19
Dr. Mary T. Howard, Dean of Student Services, Hostos Community College, CUNY; President-elect ASPA

Saturday

Mid-Life Career Changes - An Institutional Model..... 35
Dr. Alan Entine, Vice-President, SUNY at Stony Brook

Mid-Life Career Changes - A Community Model..... 47
Dr. Mardell Grothe
Dr. Barbara Wilson
Mr. John Turner
Career Education Project, Providence, Rhode Island

PAGE

Annual Business Meeting of the Association..... 69
Dr. Eleanor Y. Love, President, presiding

Annual President's Message..... 77
Dr. Eleanor Y. Love, University of Louisville

Demonstration - Computer Based Educational Opportunity Center..... 81
Mr. Jackson Jupp, Bronx Community College

Historical Data of the Association..... 83

GREETINGS FROM U.S.A.E.S.

Mr. John Tarrentino

Thursday, April 10, 1975

On behalf of the United States Association of Evening Students, its executive board and its president, Frank Cosello, I would like to thank you for the opportunity to be here this evening.

During our national conference which was held last weekend in Atlanta, Georgia, a statement was read that truly reflects the feeling of adult evening students: "The future is not a gift, it is an achievement". To this end we have established two major goals. First: To work for better rapport with groups and organizations which deal with evening and part-time students. Secondly: to establish lines of communications with governmental agencies, public officials, groups and organizations which affect the evening and part-time students. One can recognize that there are many problems confronting the evening student today. Two such problems would be: one, the ever increasing cost of higher education that could be evidenced by many private institutions who are at the brink of closing their doors and/or eliminating programs necessary in various degree areas, and secondly, the rapidly increasing enrollment in evening programs that mandates that we provide further services to this segment of our college and university community. The USAES right now is prepared to expend any effort necessary to bring about recognition and understanding of the problems we all face today.

In Atlanta, the suggestion was made by your president-elect, Mr. Robert Grimes, that our two associations, ASPA and USAES investigate the possibility of having a joint conference at an appropriate time and place. This meeting, if it should come about, could be designated to foster an open exchange of ideas, goals and objectives which are the basis for both ASPA and USAES. Specifically, the Adult Student Personnel Association states: "to foster and implement student personnel services for adults in higher education and to strive for a greater understanding of the unique

problems of the adult student". In conjunction with your goals, two long standing goals of the USAES are: firstly, to represent evening students' interests and welfare in both the academic and non-academic area through service as an organized group; secondly, to encourage and uphold the spirit of respect and cooperation between the evening student body, the administration and faculty of the institution. With precepts such as the ones I have briefly mentioned, there seems to be areas of commonality between our organizations. Primarily the adult evening student.

In concluding, I hope that my appearance here this evening on behalf of the USAES will serve as a springboard for future cooperation and joint efforts by both the Adult Student Personnel Association and the United States Association of Evening Students.

PRESENTATION OF BERNARD W. REED AWARD

Mr. Robert A. Allen, Jr.

I hold before you a plaque which is known as the Bernard Webster Reed Memorial Award. Bernard Webster Reed was Dean of the Evening College at Pratt Institute in Brooklyn until his untimely death in 1962. After he died, our association chose to give an award in his memory to a member or a non-member who in the estimation of the executive board represents, and I quote from the words of his widow at the first award presentation in 1963: "The award stands as a symbol of the educational ideals of many who devote their lives to adult students. It stands as a reminder of the awards that come from serving with a spirit of dedication as Bernie had".

Since 1963, the award has been presented annually by ASPA to an individual with dedication and achievement in the field of student personnel services to adults in higher education. This year I am pleased and proud to announce that the recipient of the Bernard Webster Reed Memorial Award is Dr. Sherman V. M. Kent, Dean of the Evening College at Rider College, New Jersey. I would like to read to you the inscription on the Award and then present it to Sherman. "1916-1962 The Bernard Webster Reed Memorial Award. Presented by the Adult Student Personnel Association in grateful appreciation for dedication and achievement in the field of student personnel services in the evening College. Sherman V. M. Kent, 1975". Congratulations, Sherman. I will give Sherman a chance to say a few words in a moment. Sherman is and has been the Dean of Evening College at Rider for 17 years. He is a former trustee of our association. He has been on the executive boards of the Association for Continuing Higher Education. He is chairman of the Student Relations Committee of that association.

I am very pleased with the results of the actions of the executive board because I have a great personal feeling for Sherman who has been a very active contributor to our association and has also been a strong supporter of the USAES throughout his years. Sherman, I am very proud to have the opportunity to present this plaque to you.

ACCEPTANCE OF BERNARD WEBSTER REED AWARD

Dr. Sherman V. M. Kent

Thank you, Bob, thank you very much. Thank you Eleanor. Thank you, all of you. You may be glad to note that I have no comments on the Vietnamese War. I recall a couple of weeks ago when Bob called me on the telephone that I was surprised, astonished and taken completely unawares. It is one of the very pleasant things out of my entire life. I have known most of the winners of the Bernard Webster Reed Trophy and I do not put myself in their class. Any of them could be called Mr. or Mrs. Continuing Education. All of these people who have won the award, and there are a half dozen at least in the room, could be called Mr. or Mrs. Continuing Education. They have lived for a cause and that cause is adult higher education. There is nothing that I would enjoy more than to be known as one who is giving his life to adult higher education. So you have, in a sense, given me some of the satisfaction that is better than anything else I can think of. Once, about two years ago, I got a verbal award which almost put me in a class with the Reed Award winners. That was one night, a couple of years back, when Dean Charles Bruderle at Villanova introduced me by saying: "Sherm is so interested in evening schools that if all the day schools in the world were laid end to end he'd never miss them." I thought that was about as close to the Bernard Webster Reed award as I had gotten and so I am tremendously pleased this evening. I realize that in accepting the award I am making a further commitment. I must now say to myself, "Sherm, they have given you something, you'd better live up to it. You have got to keep moving, boy, to prove that they didn't make a mistake." I accept the award with the understanding that I am going to live up to it. I am going to work very hard to be as fine as the people who have gone before me with this award.

I like very much the philosophy that was given to us by one of the great American popular philosophers, Mr. Oscar Hammerstein. He said in one of his musical essays: "You got to have a dream. If you don't have a dream, you ain't

gonna have a dream come true". I do believe in dreams and I have some dreams myself. I think I will tell you about one of those dreams. I've dreamt many times that someday the president of Harvard University or some other great and distinguished university will, in a major speech, say, "Ladies and Gentlemen, we have spent millions of dollars educating children. Those of us in the college world know we are spending billions of dollars educating young adults. But then what we educators apparently don't understand, which the rest of the world does understand, is that the world isn't run by children. The world isn't run by young adults. The world is run by people between the ages of 25 and 60, and as of this moment this great university is going to reorient its priorities; we're going to do first things first, and we are going to give classes in philosophy, classes in government. and classes in logic to the people who need them most - the people who can use them, the people who can change this great nation of ours, the mature adults". I hope that this dream will come true sometime because I truly believe that a lot of our money is not being spent in the proper direction and that the people who need logic most are those who seem to have the least of it. We have been teaching political science to kids and young adults and what do we have? We have the worst government. Our president has resigned in bad repute The more we teach of it the worse we seem to have in government. So I do believe that we have to redirect our efforts and I do hope that sometime the dream will come true and that adult education will be number one in our great universities.

I do want to take just a moment to pay tribute to the distinguished and loveable Martha Farmer, the first president of ASPA and the first lady of continuing education. On Saturday evening we are going to inaugurate a new award at Rider College. We are going to give an award, a distinguished teacher of the year award to one of our adult part-time teachers. The Alpha Sigma Lambda unit will actually give the award; but I am going to be present and will have a hand in this. Therefore I will not be here Saturday night to pay tribute to the first lady of continuing education. Much that I have done, much of the inspiration that I have had and so much of what goes on in my college is owed to Martha Farmer that I do want to take this time to pay tribute to Martha Farmer. Martha, we salute you, we love you, and we wish you much happiness in the retirement that you will soon have. Thank you very much and thank you for the award.

INTRODUCTION OF MS. QUINONES

Dr. Mary T. Howard
Hostos Community College

I'll share some of my philosophy with you and that is that every meeting is a valuable meeting if it is with another human being. Second, I'd like to mention that I was sent to the Board of Higher Education meeting one day with the tone of voice that said, "It's your turn". After the meeting at which I sat in very respectful silence, there was a small social gathering. I went from one person to the other investigating what they were like, these great big people who were really my employers. I finally attached myself like a little chick to one of the individuals who was a relative new board member and whose company I have since made it my business to find opportunities to enjoy. When you hear her tonight, you'll know why I search out those opportunities, I'm sure. First, I'll mention the part about her that is most important to me. She has that rare and elusive quality of being a real person. She is listed in three major biographical who's who among distinguished and achieving individuals. Secondly, I have seen seven unsolicited letters of thank yous written to her for unstinting volunteer service to important, striving community based organizations for which there is no financial recompense. Third, I obviously particularly like people with lots of energy.

This person is currently the assistant executive director of the Arthur C. Logan Memorial Hospital where she has been an administrator for the past nine years. Prior to that she was with the American Red Cross, and the Stuyvesant Community Center. She is a consultant in mental health and social work. Further, she has a number of certificates for courses she attended in line with her work. She has a master's in social work and is a doctoral student in public administration. Part of her education, as you might expect, was supported by four fellowships from four different organizations which is a recognition of academic achievement. Further, she is an active member of 18

different organizations and, in most instances, she is an officer and member of the governing board.

Thus, for personal reasons based on just liking her and for reasons of admiration, I am most pleased to present a member of the Board of Higher Education in the person of Mrs. Vinia Quinones who will give us our major address of the evening.

SOCIO-POLITICAL IMPLICATIONS OF CAREER CHANGES

Vinia R. Quinones, M.S.W., A.C.S.W.

My subject, Socio-Political Implications of Mid-Career Changes, is one of great importance to the Adult Student Personnel Association; but it is also of even greater importance to the citizens of our states. It is vitally important to all citizens of the United States, not because of its academic and economic significance, but for the reason that out of it may come the answer to the problem which is in the minds of so many of us, the problem which is our prime concern in these days of world-wide uncertainty. That problem tersely stated is - "Which way America"?

I am not going to discuss that specific problem tonight; but I want to paint the background against which the problem of career choices are made.

We live in an electrically configured world. It is a world not of wheels but of circuits, systems, networks, not of fragments but of integral patterns. We live mythically and in depth. We today live several lifetimes compared to our grandparents when they began grade one. It is not, therefore, unreasonable to expect that today's population, as well as future populations, will out of necessity, change careers, not only once but several times within a given time span.

When we consider socio-political implications of mid-life career changes, we are attempting to form expectations about the future. To engage in predicative measures, one must ask what has been happening and what will continue. Economic growth, technological development and the idea of material progress are many centuries old; they will not be reversed within a few decades, unless extraordinarily compelling new forces emerge. The controversy over the future of economic activity will probably rage on, although both the unlimited growth and equilibrium scenarios, currently

being debated, are utopian. More realistically, competent management of a world increasingly affluent, urban, and reliant on technology may bring about limited but tangible progress.

How then do we prepare for and accept as natural the experience of several careers within a lifetime?

Why not begin by accepting the fact that our proliferating technologies have created a whole series of new environments? Have we not become aware of the arts as anti-environments or counter-environments, that provide us with the means of perceiving the environment itself, to use the terminology of Marshall McLuhan in "The Medium is the Message". As Edward T. Hall has explained in "The Silent Language," we are never aware of the ground rules of environmental systems of cultures. Today, technologies and their consequent environments succeed each other so rapidly that one environment makes us aware of the next. Technologies begin to perform the functions of art in making us aware of the psychic and social consequences of technological advancement. Against this backdrop, how are career choices made? What population group or groups are most affected by changing technologies?

First, the career changes for 25-44 age group - the group that will soon be the largest in number - will be strongly affected by today's rapid technological and economic shifts. Other adult groups whose needs cry out to be met are:

1. Young retirees - 20-year civil service workers or armed forces personnel who wish a second career.

2. Older retirees who seek educational opportunities for personal enrichment in order to use their leisure time more profitably.

3. Adults who after working in their career choice decide it was a wrong choice and wish to retrain in a different career area.

4. Adults involved in changes in life's fortunes - such as health or business failure, which make it necessary to train for another career.

There are, of course, many other reasons which I am confident you are able to identify without further elaboration by me.

I have thus far said much, but you may ask much of what with direct reference to mid-life career changes. My aim is not to provide a prescription, or ready-made package of solutions like we find in the supermarkets; my aim is to, with your permission, to tickle your imagination because you are far more knowledgeable than I in many of these areas since you have been trained to deal with individuals who come to you for counseling in making career choices.

As John Kenneth Galbraith, an internationally renowned economist, said in his essay on the "Nature of Social Argument": "It is not, in general, my instinct to avoid controversy or criticism. Those who seek to do so have, not infrequently reconciled themselves to irrelevance."

The variables which make up the environment in which people, either voluntarily or involuntarily change careers are of themselves froth with controversy or criticism. Thus, questions are constantly raised about how extensively should education be accommodated to the needs of production as opposed to the needs of enlightenment? How will we develop appropriate support systems including financial and counselling, to meet the challenges posed by mid-life career changes, particularly in a time of economic and political uncertainty?

How do we meet the need expressed by individuals namely, "how can I be effective"? Consciously or unconsciously, the question you are asking yourself is, "How shall I make my strength count for most in this world of effort?" And this is the question which everyone of us ought to ask himself. But not for the purpose of mere selfish gain: not to get money for the sake of money, or fame for the sake of fame, but for the sake of usefulness in the world; for the sake of helpfulness to those we love and all of humanity.

So the great question, "How shall I make the most of myself?" which every individual worker in the world is asking, must be nobly asked, and, therefore, unselfishly asked if you would have it wisely answered. There are two words, which I offer you, knowing you have others, that solve this query of your destiny, and those two words are work and habits.

To turn our attention now to a rather unique circumstance, I want briefly to share some of my thoughts about women and mid-career changes. This does not necessarily mean that I am either pro or con women's lib. Much of what has occurred, what is occurring and how these influences will affect careers, relate to the changing role of women in our society.

Professor Suzanne Keller, in her article, "The Future Role of Women" states that "societies will have to plan their populations along with other national resources. The success of this objective will depend, in large part, on the reproductive ambitions of women and the availability of effective substitutes for maternity. These broad developments will necessitate a reorganization of national priorities, as well as changes in family, household and work patterns. Among the foreseeable consequences are: reduced occupational sex typing and the consequent sex discrimination, lessened emphasis on marriage and maternity as supreme goals for women and greater participation of women in all spheres of the labor force. As a result, we must expect and prepare for both new forms of socialization and self-images by gender."

Allow me to digress and provide a definition at this time and then go on to discuss social implications with respect to education, relocation, and then some general psychological and political implications.

SOCIAL IMPLICATIONS

The term "social" is defined in the Random House Dictionary of the English Language as "pertaining to, devoted to, or characterized by friendly companionship or relations." Thus, the social implications of mid-career changes by women implies an alteration or a disruption of an established relationship. Such a relationship may be disrupted by the following situations:

WHEN MID-CAREER CHANGES REQUIRE ADDITIONAL EDUCATION

The necessity for the woman to return to an educational institution for training prior to assuming a new career or the return to college or other educational environs may have a significant effect on the social pattern for family life. Women who are wives and mothers and who have returned to college for a mid-career occupational change have commented that their main social problems involve the loss of time for socializing beyond the working day because that time was now required for study. Several women reported that their women friends seemed threatened when they went back to college, and had made such subtle comments as "maybe you won't be interested in us anymore because you're far too intellectual for us." Another commented that "You become distant from your friends and you don't mind." Others reported a strain on the marriage because they no longer had that extra time to do housework or perform other traditional women's roles when the family was together at home. Still others reported that their husbands were reluctant to admit to their friends that their wives had returned to school.

It is to be assumed that it is not solely the return to academia that concerned the women, their families and friends, but the fear of the mid-career change as a result of these studies. If the new career also results in a promotion in terms of pay and responsibility, then friends, particularly, and sometimes husbands, feel challenged. Because of these new interests and decreased time available for family and friends, many women have acquired a new set of guilt feelings, i.e., they are selfish to consider themselves before their families; their children will suffer because "mother" does not have time for them; their friends will snub them for not maintaining a social equality. Many of these same guilt feelings apply as well to the single women.

Positively speaking, however, a mid-career change which necessitates some re-training has been beneficial to many women. One woman commented: "For 20 years, I felt like I was living through my husband and children. The last priority was me. Now I have learned how to feel selfish, and to feel that I am entitled." Another said: "Most women just don't realize that their lives can begin again."

A vice president of an executive research firm said recently: "In the past, women have been reluctant to change jobs. They were loyal and afraid to move. They sat there and hoped to be appreciated and loved and taken care of." Now things are changing. Women are asking for career changes and are getting them.

WHEN MID-CAREER CHANGES RESULT IN RELOCATION FOR THE WOMEN

Many mid-career changes which necessitate relocation were not offered to women, married or single. Business assumed that married women were not geographically mobile and that no husband would move for his wife's career or agree to a "weekend marriage." Single women who might have been considered were said to be "husband-hunting," not career-oriented. Prior to recent government rulings concerning discrimination, social and family conditioning influenced the males who were in the position to choose people for promotion when it involved a geographical transfer. Recently, such offers have been made to women with mixed success. In some instances, the husband had to be assured of a job in the new area. In other cases, the spouse stayed where he was and the wife "commuted" to her new job. In still other cases, the marriage was dissolved because the social adjustment was too great. In any case, accommodating two careers is twice as complicated as it is when only the husband's move is of importance - the family moves wherever and whenever he goes. For the single women, it means building an entire new social life in a new location where she may have no previous personal contacts.

PSYCHOLOGICAL IMPLICATIONS

Jobs for women have generally been stereotyped according to assumed innate female abilities. In 1872, the Supreme Court of the United States declared that "the natural and proper timidity and delicacy which belong to the female sex evidently unfits it for many of the occupations of civil life." Fifty years ago, the average working woman in this country was 28 years old, single and employed as a factory worker or a clerk. Today, the typical working woman is 36, married, a mother, and can be found in many different occupations; however, most are still stereotyped

as those fit for women. Again, the banning of job discrimination by court decisions has opened many new career paths for women.

In My Fair Lady, Professor Henry Higgins asks, "Why a woman can't behave like a man." The answer is that she has been taught to behave like a woman is supposed to behave. Girl children are taught passivity and dependence on male father-figures. They are warned against being aggressive and are told that such actions are not lady-like. Dr. Anne Jardim of Simmons College reports that when a boy breaks away from his mother at the age of 5, society is with him in his peer group. But society gives a little girl the cue that she is second-rate. She has no environmental support. This attitude is continually reinforced throughout her life so that when she is faced with decision-making in terms of a mid-career change, she may be psychologically unprepared. If a woman is offered a promotion she may turn it down; if she accepts, she feels that female subordinates may resent her; she may also fear to face the subjective review of her new male co-workers or supervisors. According to Dr. Jardim, there is a terribly vicious circle of assumptions that men make about women and that women subscribe to for themselves. The behavioral differences that result from these assumptions create a psychological barrier for some women and hinder their ability to accept mid-career changes, despite the traumatic effects the social and legal emancipation of women has had on the psychological condition of both sexes. However, the inability of some women to deal effectively with the decision of career changes may still reflect the incompleteness of women's legal emancipation and moral release from society's continued attempts at enforcing female behaviorisms in a male-managed business environment.

If the new career has resulted from economic necessity, i.e., the old job has been phased out or personnel were let go because of a company's poor earnings, then the new career may be simply one of monetary needs, rather than career choice, and may not be a rewarding experience for the employee. Loss of job-status and position, particularly in the recent recessionary period, has had a particularly devastating effect on women's attitudes towards

their careers. Their recent gains on-the-job in terms of pay and promotion and subsequent loss of those gains (often referred to us "Last-In, First-Out") have made some women bitter. Any new careers have found them back where they started, usually accepting the female stereotyped jobs, such as secretary, typist or clerk.

A further effect on a marriage where the wife is involved in a mid-career change occurs when the new position gives the wife a higher salary than the husband's current income. Some husbands and wives have adjusted; others have not been able to accept the fact that the woman is now Number One bread winner. One husband commented: "I was born and raised in a male chauvinist society, where the father was the breadwinner and doled out a certain amount of money each week. So it took some getting used to, living in a house I couldn't individually afford." Women who have achieved this monetary status have been reluctant to publicize the fact on the grounds that the men's feelings might be hurt. One remarked: "Too many women in business are divorced and I'm not going to be one of them. I've managed to have a good career and a good family life and I want to keep it that way." As more and more women are allowed mid-career changes into better paying positions, this phenomena will become more of a psychological adjustment for an increasing number of families.

POLITICAL IMPLICATIONS

If the women's mid-career change resulted from sex discrimination legislation, and the women are made aware of that reason, their interest in political activism is heightened. They realize that because of their female colleagues' togetherness, politically, they have been allowed to move on to another job or upward on their present job. A number of large corporations, including American Telephone and Telegraph Company, have recently been forced by legal decision to promote women into higher level positions and pay them salaries equal to male colleagues. Such gains have encouraged women to become more active in various local, state and national issues.

The success of these actions to prevent discrimination in the hiring and promotion of women has also helped in the election of more women to political office. Career women see more help can be made available if the number of them in political positions of power steadily increases. The political influence of women at the polling places is now being recognized and their political sympathies and voting preferences as a result of new-found career mobility has freed them from voting and thinking the way they were taught to vote and think from parental or other family pressures. Career women who have found economic independence are more likely to be taken seriously because of their political involvement and are more likely to jealously protect these new freedoms for career choice. On the other hand, if they have "lost out" as a result of an economically imposed mid-career change they are not so likely to accept it as did their sisters of years ago. Many women's groups have been formed over recent years and their involvement and support of political candidates who in turn support their rights have earned them the respect and recognition as politically important forces at all levels of government today.

You know, at one time or another all of us are reluctant to make changes. Our reluctance relates to many reasons, i.e., economic growth, technological development, urbanization, personal fears, loss of friends, male-female traditional ideas, etc. But, these reasons are related to what Milton Rhodes called our "entrenched security blanket."

Now I submit to you, in this age of economic and socio-political uncertainty, will you maintain your security blanket or recognize the challenges posed by mid-life career changes and begin to prepare yourself for our future societal needs? Will you view the future as traumatic or stimulating? I urge you to consider change as stimulating and rewarding. In this manner we approach career changes in a positive way which can also help provide asnwers to the problem I tersely stated earlier this evening - namely, Which Way America? It is also a way to bring America - its social, political and educational institutions, to mention a few - back to its senses and to prove to a nation that has grown skeptical about basic values that our fundamental American objectives still are sine qua non for an enriched life in a free society.

CONTINUOUS CAREER DECISIONS

Dr. Mary T. Howard
Friday, April 11, 1975

The theologian, Martin Buber, said: "I am what I do." This postulate is echoed over and over in our daily language and actions. 'Beauty is as beauty does' and the opening cocktail gambit of "and what do you do?" meaning "who are you?" are common examples of the western world work ethic in action. The least influential employees spend one third of their week identified as the dishwasher, the housekeeper, or the stock boy; while the most influential employees spend more than half of their week as president, dean, or supervisor.

The humanist movement visibly practiced by the flower children of the 1950's was a class rebellion against this identity by work. The peculiarity of cycles, however, as exemplified by the current state of the economy, is again forcefully pressuring attention to the work ethic and away from Whitman's Celebration of Self ideal. In actuality, of course, the western picture of respectability has always been neatly colored by the "what do you do" question.

Nonetheless, the identity rebellion of the 1950's has left its mark. Efforts to make "who am I?" more congruent with "what I do" are reflected now in the changes that have occurred in the whole individual counseling and training group patterns. Emphasis in counseling is now less on personal and therapeutic counseling and more on career decision counseling; instead of personal growth groups, we now more often hear of groups on use of power, decision-making, career options, sexual identity and management style. These represent efforts to humanize the work ethic. The benefits of knowledge of self, communication and interactive effects are being applied to concepts of the market place.

Concurrently, the practical elements of career effects on personal identity development, satisfaction and planning are being recognized. Yet, little has been done to develop models that allow people to actually implement new concepts of self in the activity in which most of us engage, that is, work; and that uses up one third or more of our lives.

Humans have invented and produced in the last 50 years as much as was invented and produced in all of the thousands of years of man's history prior to 1900. This, and the fact that the vast majority of these inventions are in current use by the American Western citizen attests to man's curiosity, flexibility, inventiveness, and capability.

There are still a few people whose first mode of transportation was a horse and buggy and who now drive cars and fly planes; who once used a scrubbing board and now drop clothes in automatic washers and dryers; who can recite the multiplication tables but carry a pocket electronic computer. People do readily adapt to a myriad of new conveniences. The tendency is, however, to fit them into existing patterns of behavior rather than to consider them as opportunities for developing whole new such patterns. For example, development of skills in computer usage could lead to a whole new career rather than to just making an old one more manageable.

The need for change in employment skills is documented in our society in a number of different ways. The agribusiness expert is in high demand; social science and English teachers are in oversupply; and specific types of engineers are needed. In terms of completely new careers group facilitators, as opposed to group psychotherapists, were unrecognized two decades ago and all community-oriented professions from technician to planner are only a decade old. In the area of machine development, speed of change is demonstrated by the fact that data processing and copy equipment is better leased than bought because models and their concommitant technical requirements change almost daily; and in the area of procedures and techniques, business practices and medical procedures are old before the freshman student becomes a senior.

Our society expects its employees to grow with, and perhaps even out of their jobs. If an employee doesn't, he or she begins to be referred to as: "Poor old Joe,...or Josephine --- good worker but just can't seem to get ahead, you know. May even have to let him/her go because: 1) the job has outgrown him/her; or 2) need new blood in that spot to make some improvements." And unless astute at reading signs and making other preparations, old Joe...or Josephine,

finds himself/herself bewilderedly in the unemployment office after years of "faithful service." Our society has implicit growth expectations of its population and assumes inevitable decline. At no point, however, and in spite of Alvin Toffler's book, FUTURE SHOCK, and other titles suggesting that Future Shock is now, has society considered systematically the desirability of its working force being prepared for and regularly shifting its individual and collective careers in line with the constantly and increasingly rapid shifting of its economic and production needs.

Three quasi-institutionalized societal responses to varying personal vocational needs and to the time variable of economic needs do exist in the areas of education, the military and civil employees. Selective application and inadequacy of coverage for the total population is, however, inherent in even their design.

Educational:

1. Manpower forecasts at the mercy of popular fads, trade cartels, warlike "hot spots", and raw resources availability, announce the need for more or less of this or that expertise, and colleges respond by:

   a. decreasing the budgets of teacher's colleges
   b. advertising for law school students
   c. beefing up engineering faculties
   d. developing new curricula in agriculture and business or for mental health aides or community workers.

Military:

2. All U. S. military services: a) permit retirement of personnel with pay after 20 years service; and b) adjust service conditions to permit some personnel to earn civilian degrees while they are still in service.

Employees:

3. Some public school systems permit teachers to retire after 20-30 years; and government civil service jobs provide similar options.

These short range societal responses to immediate needs without thought for long range consequences are not enough and are often quite expensive for the individual personally subject to their effects. Two distinct groups are directly affected by educational institutions' decisions.

Society heavy-handedly influences the career choice of those in their late teens and early twenties by manipulating the availability of certain majors in colleges and by direct financial aid to students. This same population may find itself, as is now true in 1975, enticed into technical and vocational schools by the same maneuvers and into certain trades in those schools. The lifelong careers of most of this population are set at that college entrance age, and by educational decisions made in response to and by the remote self-interest of big business, bureaucracy and wars.

Another group under societally-maneuvered conditions finds itself in even less desirable circumstances. These are the severely economically deprived, whether Appalacian white, backwoods Minnesotan, Upstate New York rural American Indian, Puerto Rican or Black. Well-paying jobs were closed to their usually unskilled parents. The progeny of this group dropped out of school to earn money necessary to basic family maintenance in gas stations, restaurants, private houses, construction and on assembly lines; and found themselves stuck by financial responsibilities and lack of skills.

Lars E. Bjork[1] describes assembly line worker reaction in Sweden as boredom reflected in high labor turnover and absenteeism, poor workmanship and even sabotage. This is congruent with the American experience. Swedish government response has been to look at new ways of organizing work, and the delegation of power and influence to the worker. The majority of some 14,000 non-white prison inmates in New York, fit these categories. Impatient, unhappy and frustrated, they tried for a quick dollar, exhibited their wrath, or ran with the "wrong crowd" at a police sweep time.

1. (an excerpt in "Work Satisfaction" Scientific American, 3/75, Vol. 232 No. 3)

For those who happen into the military and make it their first career, there is often a convenient second chance to make a new career choice at approximately age 40. Veteran's benefits pay for up to 36 months of education; and retirement pay supports the person and family while the retiree makes a mature plunge into a new career. The military pattern thus has some career advantages.

Teachers who retire at age 40 or 50 have a more difficult time. While their pensions are assured, they can rarely begin to receive the pension until age 62, and thus must shuffle quickly to gain a new employment status. At least that new employment need not be based on pension benefits, but in very little else is the early retired teacher in more comfortable circumstances than is the average citizen. The situation of the Civil Service employee is similar to that of the teacher. In each instance, the choice of a second career must be made under forced conditions.

A few lucky citizens have personal financial resources or sufficient personal stamina and vigor to decide upon change in personal and vocational life style and manage change with little or no assured support. These are mostly respected persons in status professions. Examples include that of private medical practitioners moving into health centers with a community outreach perspective[1]; a janitor attending night school for years and becoming a research chemist at Betty Crocker;* a minister who becomes a counseling psychologist;* and Catholic sisters who become nonfrocked college presidents. These are all examples of the determined risk-taking individuals who kicked the lock-step traces of an earlier chosen or chosen for profession. There are others who by virtue of a physical trauma or emotional crisis are forced by circumstances to make changes. Such examples include the graduate civil engineer accidentally paralyzed from the neck down who was retrained by the Office of Vocational Rehabilitation into a computer programmer;* another, a draftsman retrained as a blueprint

1. WICHE, Community Mental Health Services, 2/75

* Personal Contacts of Speaker

inspector;* a polio induced triplegic housewife cast off by her husband as a basket case who held a job a year later as an assistant Dean of students;* an eighth grade graduate alcoholic Salvation Army drifter discovered by rehabilitation counselors to have a usable I.Q. of 140 who, with emotional support and encouragement, obtained a government Civil Service Grade 11 managerial position;* and an ex-drug addict being retrained in office skills who wrote hopefully:

> I'm not what I wanna be
> I'm not what I oughta be
> I'm not what I'm gonna be
> But thank God, I'm not what I was.[1]

But, all of the above are happenstance and certainly not representative of what happens to most of us.

Reference to Alvin Toffler's ECO-SYSTEMS emphasizes that society can no longer afford to let random happenings determine the selection of either first or second career choices.

In view of the fact that: 1) many make their initial career choice on the basis of chance, parent preference, financial pressures or other exigencies peripheral to preferred career choice; 2) an increasing number of men admit to boredom with and resulting decreased efficiency in their original career; 3) women in their late 30's are eyeing the job market out of family financial necessity, personal identity needs, or self-achievement desires; and 4) future shock is present and existing jobs are phasing out or being so modified as to have been effectively deleted while new job titles, categories and career families are emerging yearly: society must design a systematic structure that provides both moral sanction and financial support for all citizens to make regularized career changes with some reasonable, logical pattern. The random factors permitting some by chance to meet future shock with equanimity, while the majority are being ground in the gears of inevitable changes, seems markedly unfair. 'To those who have it has

* Personal Contacts of Speaker
1. Anthony Brown

been given' and 'the race goes to the swiftest' is supporting an elitest concept inimical to a democratic society.

A person's life now is roughly divided into 5 years of play, 16 years of school, 45 years of work and 10 plus years of uselessness in that order. Perhaps fleetingly, but no doubt often during each day, the working person contemplates the joy of a holiday of a day, a week, or a month; perhaps even thoughts of the pleasures of a distant retirement flit before the mind's eye. Unfortunately, just as often, the retiree has visions of working. The typical life style just does not prepare a worker for occupation of extended periods of leisure. And we read daily of the financial woes, loneliness, emptiness, hungers, fears and desolation of the retirees.

If so many people are unhappy not only with the national picture, but more poignantly with their personal life style, some efforts at planned change, as opposed to the mindless change of globally effective business decisions I mentioned earlier, should be made.

In the Conference Reporter[1] there are two pertinent articles that led the way for a deluge of verbosity. They are both concerned with the God-Mother-Country sanctioned concept of life-long learning. The concept is not new. Socrates knew all about it and modeled his whole life on it. Three tides, however, have revived the idea and brought it to recent public attention:

1. College officials eyed the birth rates and discovered that for the next few years there weren't enough high school graduates to fill their classrooms and support their faculty.

2. Education is a social leveler and the masses keep bugging the politicians about justice, fair play and equal opportunity.

3. Industry is complaining about the ineptness of its employees.

1. May 1974 Conference on Post-secondary, Part-time Continuing & Adult Education

Hence, there is now a need to find new ways of recruiting from a new pool of potential students; to quiet the masses; and to satisfy industry as well as to keep faculties fed and to make politicians happy. Now that last statement is admittedly unfair to honest believers in the benefits of education. Current decisions that result in decreasing monies for the poor, for minority ethnic groups and for women attempting to return to the work force do seem, however, to justify some cynicism.

Dr. Michael M. Marien, of the World Institute, in supporting lifelong learning programs says that, "Contrary to popular impressions, we live in an ignorant society rather than a well educated one."[1] He argued that kinds and specialization of learning needs are outdistancing learning attainments; that knowledge becomes quickly obsolete; and that what we say we teach and what students learn often do not coincide. He noted that a survey revealed that 77% of the people or 80 million Americans were interested in learning something. He concludes that we know almost nothing about what this population wants to learn.

Dr. Donald R. McNeil, Chancellor of the University of Maine said the following:

"I happen to believe that higher education is for everybody, and that nobody in any part of the country at any age level should be denied access to education. That does not necessarily mean that everybody is going to be educated. What's wrong in this country is that we have set up some roadblocks to educating everybody on a lifelong learning cycle.

"The whole system of education is a stop-learning process from the word go. You graduate from one school to another, and you're done with that. You take a six-week exam and you're done with that; you take a semester exam and you are done with that.

1. The Conference Reporter, 5/74

"It all encourages people to think that there's a place to stop in the lifelong learning process. We've got to knock down these barriers. We need an affirmative action program to knock them down, because the adults and part-time students are being discriminated against in our educational system."

Representative Don Fraser of Minnesota read into the December 12, 1974, Congressional Record (H. 11713), "A Proposal for the Double Work Week" authored by Roman Carr of Minneapolis. Mr. Carr proposes a six-day work week. Each employee, however, would work only three days and utilize the other four days in education, recreation and family care. This plan was generated through a concern for the current unemployment picture and provides more job opportunities for everyone. A second benefit of his plan, however, is that time would be available for continuing education. Mr. Carr concludes: "There is no question that the capabilities of all individuals would be expanded when every worker would have the opportunity to move smoothly into the field of his choice."

Support for a complete revision of work life styles is apparent. Workers claim dissatisfaction; the economy is not absorbing the work force; educational institutions need students; and individuals and companies are exhibiting needs for additional knowledge and new technological skill. Roman Carr's model offers an opportunity for doubling the number of employment positions available.

The following model does the same, but adds structured educational and recreational opportunities. This model may offer solutions for the concerns of the dominant populations, the needs of educational administrators, the desires of the politicians, the demands of the employers and most importantly, the satisfactions of the person. It differs from either the pattern of the woman who works until she marries, takes 5-20 years off to raise the children and returns to the employment market; or that of the person who works from the time of high school or college graduation until retirement at age 65.

The suggested model would schedule a life roughly as:

YEARS	CUMMULATIVE AGE	OCCUPATION
5	5	play
16	21	school
10	31	work
5	36	vacation - 1 year avocation - 2 years education - 2 years
10	46	work (new or old career as preferred)
4	50	vacation - 1 year avocation - 1 year education - 2 years
10	60	work
1	61	vacation - 6 months education - 6 months
4	65	work (length of time worked beyond age 65 would be a discretion of individual and company)

This model may be compared with the traditional model as follows:

	TRADITIONAL	NEW
play	5	5
education	16	20½
vacation*	0-2½	2½-5½**
avocation	0	3
work	45	34***

Advantages of this model are obvious:

1. There is a built-in opportunity for developing skills in a hobby continuously useful as well as interest holding after retirement.

2. There is a constant pool of civic volunteers available with widely varying skills.

3. Individuals and families can do long range planning that permits leisurely vacations and delimits the rush that overloads resorts spasmodically and starves them intermittently.

4. The decreased expected work life would permit job opportunities for more people.

5. Individuals can more easily endure poor career choices knowing that there is an opportunity for training to change.

*Vacation under the traditional plan averages 3 weeks a year. Thus 45 X 4 ÷ 52 equals approximately 3½ years.

**Under the new plan vacation may be defined as purely rest, thus 2½ years; or to include avocation, thus 5½ years.

***Since work under the new plan is negotiable beyond age 65 rather than legally defined, a person may stop at 34 years of work or continue for as long as abilities, economy and company decisions permit.

6. Companies can expect a constant influx of new ideas if not new blood, since valued employees will return with additional current training and dissatisfied and unsatisfactory ones will move to greener fields.

7. Employees, instead of just top executives, would be preparing for the shock of retirement all of their lives instead of suddenly finding themselves afloat without a rudder and irritably underfoot an irate mate on their 65th birthday.

Implementation Problem Areas:

Such a new work-life plan requires upheaval in our bureaucratic, business and educational patterns to permit implementation.

1. Either employees would have to save a portion of their salaries over the 10 year work periods to support them over the 5 year non-work periods; or probably more realistically, employers would pay 2/3's of the salary to the employee and 1/3 into some interest bearing account, e.g., insurance, trust fund, interim pension plan, U. S. bonds, mutual funds of some guarantee, etc.

2. Colleges and vocational technological schools would need to orient themselves to the adult learning mode.

3. Educational institutions need to more seriously review their policy of running at only half speed during the summer. With air conditioning and modern transportation, education would best utilize its insidiously shrinking resources by running at full speed year round with perhaps intelligently scheduled month long breaks twice a year for repair and refueling, e.g., June and December, or August and January. This would permit accommodation of additional students including the population under question without additional space.

4. Both companies and insurance organizations would have to wipe out their biases against hiring the over 40's.

If the insurance and pension followed the person instead of the company, this should present no insurmountable difficulties.

5. What about the chronically unemployed and apparently unemployeable for no apparent physical or psychological reason? a) A solid credit course in senior high school on the world of work, its demands, expectations and rewards with some observed on-the-job training either real or adequately simulated might assist the new generation. b) The employment office personnel procedures and assembly line are currently very discouraging to all but the most lion hearted. While employees of any large impersonal organization constantly confronted with chronic problems will become mechanical and experience difficulty finding the light under the bushel, quality control studies and recommendations followed might well increase their hit rate on job placement, as well as effectively improve the morale of the apparent unemployables. A case in point is that an anthropologist with a doctoral degree, recognized publications and excellent references followed the procedures of the U. S. employment office for one year without one referral, much less job placement. She was handed her unemployment check regularly and equally as regularly told, 'nothing for you' regarding a job referral. She tired of the testing after one year and acquired her own top spot within a few weeks of making her availability known amongst appropriate employers. This same experience has been reported by other individuals from truck drivers to degreed mechanical engineers.

The point is that we might well significantly reduce the number of apparent chronically unemployed by a bit of scrutiny at some of our even more obvious social practices.

Our current patterns of career employment are obviously unsatisfactory to a significant number of people. Facilitation of new models encouraging opportunities for sanctioned logical change will create upheaval in our traditional patterns. The rate of change in our mechanical capability and cultural and business economy require that such opportunity be scheduled for everyone, not just an elite few. One model has been suggested

in this paper. It is by no means perfect, nor may it be seen as an implementable skeleton. Some such model must be devised however, by our social planners, if we are to avoid such dissatisfaction, disruption and dislocation in our manpower as to create the chaos that in effect halts the whole production line. The economic planners might look at these work dissatisfactions for a clue to our currently very spongy world-wide economy. Freud documented quite well that our motivations may be obscure and evidence themselves in oblique ways.

If the concept of Continuous Career Choice is acceptable, then much work needs to be done in suggesting future directions.

Questions arise regarding:

- Effects of this on social planning.
- Economic benefits and disadvantages for industry and for the individual.
- What happens on the promotional career ladder.
- Are career or job families valid within this conceptual framework, and if so, which framework, e.g., the people, ideas, or things group; or the industrial groups, for example, agriculture, business, social service, services, etc.

The practical implications of these questions and such other as may occur must be considered. The time of the old work-pattern ispast. New ones must be devised. We are already in Toffler's Superindustrial age, not only dissatisfied, but in a real economic and social chaos. Changes are possible if attention is given to new patterns rather than continuing to attempt to mend worn out old patterns.

Some Current <u>Facilitative</u> Orientations and Practices as suggested by conference participants:

1. Unions[1] are considering five-day work weeks; but with the fifth day's pay being government rather than company financed.

1. New Jersey Construction Unions

2. Some companies now provide education credits to be used by employees at will. Tuition is paid. An education credit bill has been presented to Congress.

3. The Keough Act could be expanded in concept and coverage.

4. The coverage of government guaranteed loans for eucation could be expanded.

5. Tax credits are given to industries; they could be given to individuals for specific purposes.

6. Unions already have various benefit package agreements with industry. This plan could be a negotiable item.

7. Some industries and civil service units already provide release time for education. This could be expanded and remodeled.

8. Private insurance companies could expand their retirement insurance plan concepts.

9. The Welfare Incentive and Comprehensive Employment and Training Act programs' population limitations can be reviewed.

10. Veteran's educational benefits and military, civil service and teacher retirement plans may be applicable to other population segments.

11. Tuition refund and loan forgiveness plans have implications for professions other than teaching and the medical professions in view of our changing service needs.

MID-LIFE CAREER CHANGES - AN INSTITUTIONAL MODEL

Dr. Allen Entine
Assistant Academic Vice-President
SUNY at Stony Brook

I would like to give you a little background to the efforts we are undertaking at Stony Brook. About 16 months ago I was given the opportunity at Stony Brook to develop what has turned out to become innovative counseling and academic programs for persons of middle and older years. The university was supportive of my initial efforts because demographic economic life style changes in our society are encouraging educators and counselors to develop programs to serve older students and to meet their career and educational needs.

What are some of these changes? First life expectancy is increasing while retirement for many is coming at an increasingly younger age. The latest statistics indicate that the average person can now anticipate spending at least 15% of his life in retirement as opposed to 6% back in 1900. This is a function both of early retirement and lengthening life span.

Second, we are all aware of the tremendous impact that the women's movement has had on our society and the growing number of women returning to the labor force. The increased incidence of divorce and separation has increased the number of single heads of households. Both men and women now have new work needs. Previous generations had anticipated no such needs. Life was considered to be a steady uneventful progression from the late 20's to the mid 50's. The children would be raised, the women would stay at home, and she might do volunteer work in her middle years. (I am not talking about low income black women since their labor force participation rate has always been extremely high and they did not drop out of the labor force to raise children.) Now, times have changed.

Nearly 45% of women are working and many seek to return to the labor market after their children enter secondary or even primary grades. This means that they have needs for counseling as they go back to the labor market after an absence.

Third, we see in the literature of adult development and psychology, greater evidence of the mid-life change and the mid-life crisis. Individuals can no longer expect that the 40's and 50's will automatically be a period where little takes place with respect to internal growth and development of the person. Many theorists have studied and written about this. The literature is now emerging, and I refer you to the work of Daniel Levinson at Yale (the mid-life crisis) and Marjorie Fiske Lowenthal at the University of California - San Francisco (stress at change points in life-roles). And we are all aware of the work of the individual who I think has made the most substantial contribution to understanding of the middle years. That is Bernice Neugarten, Chairman of the Committee on Human Development at the University of Chicago. She has highlighted the concept of the sociological clock which ticks off the passage into older age stages. Crises occur when an event occurs off-time; the unanticipated rather than the planned. She has also cited middle age as the stage when one's perception of time changes from 'years ahead' to 'years left ' a perception which can trigger significant changes in one's attitude, one's career path, one's choice of a marital partner and one's life style.

Fourth, we can cite the studies emanating from the 1972 Work in America Report and independent surveys which indicate the existence of work alienation and dissatisfaction. There is no doubt that a lot of people are in jobs and work that they would like to change if they could. Satisfaction is a very difficult thing to measure. Some people are always dissatisfied. Moreover, as the economy turns down more people are grateful that they have a job.

But work dissatisfaction is something that we must consider as a long-term factor along with the women's movement, mid-life change, and retirement patterns.

Fifthly, we have to realize that the economy is changing rapidly. Technological obsolescence, the energy crisis and our recent recession have affected us all. In terms of one's vocational and life plans these are factors which can cause changes in one's original directions. With very few exceptions it is likely that the career one started in youth is not going to be the same one which one is pursuing at retirement. People are going to have to be ready to go back and get additional counseling and training to meet rapid economic changes and dislocations.

Finally the myths that intelligence and the ability to learn decline with age have been put to rest in many studies. An automatic relationship between aging and a decline in productivity has been shown to be untrue in studies reported in the Journal of Industrial Gerontology. Thus older individuals are now recognized to have the ability to undertake training and new work roles in their middle and older years. Emphasis has to be placed upon the way we train older persons and the way in which we can harness their motivation and skills which have developed with age.

Taking all these factors into account, it seemed to me some sixteen months ago that we were still geared to believing that we were working in a system where we choose our career when we are very young and then nothing much would happen until retirement. The counseling profession, our educational institutions, employers and workers believed in this pattern. This was evident in the vocational guidance literature where very little has been written to incorporate the possibility of a mid-life career change in one's career trajectory. I'm not disputing the importance of a career choice in adolescence. What I have been stressing is that work-style and life-style changes are taking place in our economy and in our society. They are also taking place within individuals as they grow older. We must adapt our work situations and our counseling patterns to meet the needs of older people as they mature and grow because significant changes can take place in what were formerly the 'stable' mature years.

Let me talk about an institutional counseling model to meet these changes.

At Stony Brook we have set up a center where people enroll in an eight session non-credit course. We talk very briefly about the broad problems which I have mentioned to you. We then bring in individuals from various occupations in the Nassau and Suffolk area -- people from Civil Service, from mental health, from social work, from life insurance and from a broad variety of other occupations. These people talk and answer questions specifically about the options and opportunities for persons in their 40's and 50's to enter these occupations. Originally the clientele that we were serving was primarily women, and a few men. These were women who were reentering and men who were dissatisfied. That was last spring. Now we are also serving people who are unemployed, who have lost their jobs. Their situations are much more dramatic and serious because they may not have the luxury of going back to school for retraining. Our thrust is to point out those options where additional education and training may be necessary. We do not do this just for options at Stony Brook but for options in the whole New York Metropolitan region. Most recently, our clientele has again been men who are dissatisfied with their work and are voluntarily seeking a career change.

In addition to the course, we have a staff of part-time counselors. They meet with the individuals for up to three sessions to talk about their individual situations and attempt to come up with some directions for them in that period of time. The staff is supplemented with graduate interns from the C. W. Post Graduate Program in Counselor Education. The cost to the individual for the course and the three sessions is $35.00. We feel this is a reasonable fee. We feel very strongly that the $35.00 fee, which is nominal for most people, does represent commitment to the counseling process. We have served about 150 people since September, 1974.

I'd like to speak about some of the problems that we have experienced. The people who come to us are a cross section of lower middle class and middle class people from Suffolk County. I have become aware that a career dilemma

may be an opening wedge to a whole set of other personal problems that individuals have. Neither our staff nor I are qualified to handle these problems. We have therefore established linkages with the psychological services group on campus, and with mental health and social work agencies in the area. I think that one of the great values of our service is not necessarily finding a new job for people but helping people find counseling assistance for other kinds of problems. It seems to be less embarrassing to talk about work problems than some of the other problems that emerge. I think that the network of referrals that may develop from these efforts is a tremendous plus for the community and for the individuals.

I believe that the problems of middle age and aging go far beyond mid-career counseling. We have established a four-course graduate level program in mid-life assessment which is directed toward professionals in counseling and manpower who wish to learn more about the relationship among aging, work and life-style. There are contributions from economics, psychology, anthropology and sociology. The four course program leads to a letter of completion. Hopefully it will become the catalyst for a degre program in this area and the development of a center for the middle years which will have research, teaching and training components. The Center would focus upon policy related issues which would open up viable work and career patterns for older citizens.

On March 11, 1975, I tested reactions to this four course program. I mailed 335 form letters to high school counselors and personnel directors in Nassau and Suffolk counties. The letter announced the possibility of this program, described the four courses and asked for reactions. No self return envelope was enclosed. By Monday, March 24th, 84 responses were received, 83 of them favorable. The number of returns is now well over 100; 51 persons indicated that they would enroll in the program. Some of the comments were noteworthy:

A very important problem of these times

Much needed and timely

Excellent timing - superb idea

It's high time someone did this

Long overdue - I have long been requesting this type of program

We are just beginning to scratch the surface of this area. We not only need new courses which study work and personality but we also need to know more about patterns of adult learning. We need courses in how to set up referral systems and how to make referral systems to meet adult needs. We should have courses which would explore what other countries are doing in this area. France, for example, has a national work sabbatical program. How is that affecting work and career changes? A Center for the Middle Years would incorporate all of these concerns and interests.

I've had tremendous positive reaction not only locally but also nationally. I've traveled about the country a good bit recently. I've been in Oregon, Florida, Illinois and California. The New York State Education Department is setting up a community based career information and counseling office which is assessing the adult counseling needs in New York State. It is headed by Lucy Comly and Norman Kurland. They are making a survey of just what is going on in the counseling profession. Interest in the middle years is building. The National Vocational Guidance Association has set up a Commission on Mid-Life Careers. We are meeting in Washington next week to establish a national conference on this topic. The Rand Corporation has just finished a new study for the National Science Foundation on Mid-Life Career Programs. The University of South Florida in Tampa has invited me to be a visiting professor on their campus in early 1976 to establish a regional conference in March 1976 which would focus on mid-life work and educational needs. A study of adult counseling will be part of that endeavor. The Counseling Psychologist is going to devote a special issue to Counseling Adults in January, 1976. Nancy Schlossberg at the University of Maryland and myself are the co-editors of that issue. We have some very exciting contributions which should be of interest to you.

I come to all of this as an economist who is concerned with the human needs in the world of work. As our interest in older workers and older students has grown, individuals in adult student personnel endeavors are finding themselves viewed in a new light. I believe that the forces which are increasing our interest and concern in the career needs of the middle-aged and older person will increase the role and importance of those in adult counseling. All of us must work together to keep ourselves and our profession abreast of the exciting new possibilities in manpower and counseling activities.

QUESTION - ROBERT ALLEN: Is the new counselor assessment office in Albany being pressured by the New York State Personnel & Guidance Association for licensure? My impression is that they see this as a good way to get on the coat tails of licensure because many counselors have been looking for this over the years and I think that they might try to use this as leverage.

ANSWER - ENTINE: There appears to be very little. There has been some discussion about licensing counselors and I remember in one Albany meeting that one person was in favor of it and one was against it and 10 had no opinion. I would say there was no strong feeling one way or the other.

QUESTION - RON MILLER: You mentioned that you were out in California recently. In our current Conference News-Letter we talk about a survey being done by the American Institute for Research on mature counseling programs across the country. I understand that you have examined these. Could you give us a sketch of the types of programs listed?

ENTINE - Two things on that. First Laurie Ganshow and I have co-authored an article incorporating that survey in the January, 1976 issue of the Counseling Psychologist. Second, that survey was not on mid-career change. It was designed to survey counseling programs for women and the disadvantaged. There is very little on mid-career change programs. Have you read Never Too Old to Learn;

The Academy for Educational Development Study? That effort began by wishing to examine mid-career educational programs but they found very little. In terms of models I was very impressed with the center at the University of Michigan, and the Rockland County Womens Center. The Providence Career Project has developed excellent manuals to service the adult counseling profession. A most comprehensive institutional counseling center is located at Miami-Dade Community College. This is not a scientific sampling but comes to mind as I recall the article we have written.

QUESTION - ROBERT ALLEN: You are familiar with the Catalyst material. They work specifically for women who are looking for some kind of career change. Are you familiar with any plans to develop any broader based programs and literature that might be aimed at men and/or women who are contemplating and facing problems with mid-career change?

ENTINE - To my knowledge there is no organization doing exactly what Catalyst is doing; but the book, What Color is My Parachute, by Richard Bolles, has material which can help men and women.

QUESTION - : I am a subscriber to the Catalyst service and I think something like their questionnaire asking what your strengths are can be useful for the mature woman to help her become involved in the process.

ENTINE - I find the Catalyst material very helpful. I feel very discouraged when I see their roster of people looking for jobs. That is a fundamental problem of the counseling profession. There is only so much counseling you can do. There has to be a payoff at the other end if people are seeking work. If they are seeking personal help it is another story. If they are seeking work the economy has to improve. Maybe counselors have to become more active in pressing for social policies which would improve work options for older persons. An advocacy role for the counseling profession might be something to consider. Perhaps statements from groups such as this on some aspect of mid-life careers might do some good.

QUESTION - ELEANOR HARDER: We have to be active and take positive stands on things like this. We have to assume a leadership role in bringing to the attention of the political structure how things are because some of these things really depend on legislation. Certainly they depend on funds that can come from no other source but the government. At this stage of the economy you can't get grants to research this. Any kind of movement would have to be backed by some state agency to be recognized.

ENTINE: That's right. Comly and Kurland are very much interested in this. Their report will go to the Regents. How much leverage they can swing, I don't know, but they certainly have the support of a lot of people.

QUESTION - HARDER: I am also concerned that people put numerical signposts for aging. Saying older people - 45 and older. As far as I am concerned 45 is young because I am looking at it from my standpoint. I won't be 45 again. I don't like the 65 year designation either.

ENTINE: Age is functional not chronological. You measure age functionally. You can find 76 year old men who can play a better game of tennis than 25 year old men or women. Unfortunately the laws are written and retirement policies are developed with other motives in mind. Social Security is designed to discourage persons from working after age 62. I think that imaginative use of part-time work can open up options without destroying jobs for others. I'm very optimistic about that. I really think that can happen.

QUESTION - LOWELL EMBRY: Have you ever integrated the placement services which you offer the regular students on your campus with the services that you offer your adult students?

ENTINE: If we had an adequately staffed placement service I would consider that. I'm not being critical of our placement service. When I was at Columbia there was a good placement service in the graduate schools because you were dealing with a relatively small number of people and the ties to the various professions were good. Stony Brook

is a different kettle of fish and it may be what other state systems are finding. We are predominantly an undergraduate institution. The placement office exists primarily to send out resume and transcripts to employers and graduate schools. There are three people in the placement office and 10,000 students. We are, however, sponsoring a campus-wide career conference at the University through the placement office. Some 80 employers come to speak to the campus each April. We have built in a mid-career change component to that conference. The community comes and there is agreat deal of interest. This conference operates because I sponsor a directed reading course for 14 undergraduates who really get credit for putting the conference together and analyzing its results. They attend each session, ask questions about work options for older persons, women and minorities. They invite the speakers and summarize their presentations. Utilizing student interest in this way can be very exciting and rewarding.

QUESTION - ELEANOR LOVE: A lot of the mid-life career information that you listen to is for the educated. I am wondering how much there is for the uneducated, for the person who has never been employed, for the housewife who finds herself at home with the children gone.

ENTINE: You are right. I have been talking primarily about the middle income group. The lower income spectrum is served more by the Comprehensive Employment and Training Act than any other group. CETA is the act that provides funding for the jobs for the unemployed. But it was also set up to provide training for various work options. To my knowledge that is where the money is for training at that level. It would seem to me that the community colleges or school district adult education programs would be the best places to mount programs of this type. Counseling fills a real need here.

QUESTION - MARY HOWARD: The difficulty we are encountering in the community colleges is that employers because of the economic situation are saying that the

two year degree is insufficient. They want 4 year Med. Lab. Techs. They want 4 or 5 year nurses. Our students are discovering that fact and are applying to senior colleges. I'm not sure that there is anything wrong with the increased level of aspiration.

ENTINE: I don't either. The question is what are we doing for adults who have less time to do this than the young people. That is really the focus that I am developing. We should also consider extending the options for life experience and other ways of capitalizing on the maturity that older people can bring.

QUESTION - HARDER: I think we have to focus on people who desperately need the training because they cannot afford to go into a forced retirement and be faced with living on social security and a pittance because of retirement systems that have collapsed in the private sector.

ENTINE: I agree one hundred percent.

BECKER: I'll do a little commercial here. The book Americans in Middle Years is the proceedings of a conference held in New York last year that Dr. Entine organized. It is published by the Ethel Percy Andrus Gerontology Center, University of Southern California, Los Angeles. The cost is $3.00 and it is really worth your getting. It was an exciting conference and the report has a good bibliography.

Dr. Entine has put out a 12 part cassette program on The Middle Years - Career Options and Educational Opportunities. It is available from Affective House, P. O. Box 35321, Tulsa, Oklahoma 74135.

Thank you, Dr. Entine, very much.

MID-LIFE CAREER CHANGES - A COMMUNITY MODEL

Dr. Mardell Grothe
Dr. Barbara Wilson
Mr. John Turner

Career Education Project
Providence, Rhode Island

INTRODUCTION: Ronald Miller

The Career Education Project which is housed in Providence, Rhode Island, is a national demonstration project on peer counseling for adults. We have with us today three people from this project who have done a lot of work, not only on the development of the project, but currently are writing a number of manuals for people like us on how to implement some of these things on the local level. They are John Murphy, research coordinator on the project, Barbara Wilson, information unit director, and Mardell Grothe, associate project director for counseling. We will turn the program over to them and hope that we will have time for questions.

MARDELL GROTHE: We are very happy to be here today and to talk about some of the things we have been doing. For the past three years the Career Education Project has been operating at Providence, Rhode Island. It is one of the models of career information operating out of the National Institute of Education. It is called the home/community based model in career education. I am going to talk about some broad overview issues related to the project and what we have been doing and then move right into our film. It is about a half an hour and describes in a fairly nice and fairly quick way the operation of the project; how the various elements of the service work with each other to deliver what we think are critically important services to the home-based adult.

The target population for the Career Education Project has been defined by us as the home-based adult. That basically means those persons over 16 years of age who are not engaged in full time work or study. The way in which we are defining the population means that most of the clients

are women. Considerable time has been spent designing a service that is not only relevant to adults but particularly relevant to some of the unique needs of women in our society. The project is in its third and final year of operation. We are now working with the State Department of Education in Rhode Island to locally adapt the model so that it can continue to operate on local funds as the NIE moves out of the picture. Our other major effort is to develop a series of manuals and a bibliography, independant products that will be available this summer to interested people. We think that we have been doing some interesting things which will have important implications to people in the field.

The film you will see tells the experience of one of our clients of the career counseling service which is the heart of the project. We feel the film is interesting because it tries to tell how the service operates through her life and her own experiences.

Several months ago, when we got the money to make the film, we wanted to be able to describe the project in a real way. We identified a number of clients as potential "stars" of our films and it was my task to arrange interviews with them. When I called one, her daughter answered the phone. When I asked for her mother she said, "I'm sorry, she's not at home. She's in college". There was such pride in her voice as she said that that I felt we had found the right person. One of the things that happens when adults become involved in something like this is that it has ripple effects in lots of areas in their lives; on their spouses, their children, other relatives. Sometimes negative effects; but for the most part they are positive effects.

Chris Comstock, whose experiences are in this film, does an excellent job of describing the ways that being involved in the service and the decisions she has made have affected her life and her family. We wouldn't want you to think we have been this successful with everybody. Chris is a very special person but we think she is representative of our successes.

Several years ago, when career education models were just being formed, they began to think about what kind of model would be appropriate for adults and they asked the Educational Development Center in Newton, Massachusetts, what kind of basic career education model would be appropriate for adults who were not affiliated with any kind of educational institution and who were not working. At that time they were thinking about something like a Sesame Street for adults on television but that didn't work out. Then a series of decisions was made. We were going to use paraprofessional counselors. They were going to be trained and supervised by professionals. The telephone was going to be the medium of communication. There were going to be extensive back up support systems. These were important decisions but at that point they really didn't describe the service. You can't just hire a bunch of people, put some information in front of them and hook up the telephone lines. We had to design a system that would have a chance of operating successfully in delivering counseling services to adults. Clients were going to come into the system, were going to be processed through it, and then were going to leave it. This suggested that it would be important at the beginning to think about the idea of Progression and phasing through a service and outline in some specific way what we were calling a model of service-client interaction.

The first call is initiated by a client who calls one of our intake clerks who determines eligibility for the service. We are an R & D model, funded by NIE so that people who are employed full-time cannot be served. eventually eligibility will not be so much of a problem because the state will probably open the service up to all adults in Rhode Island. The intake interview collects information for counseling and for research purposes and schedules the initial interview with the counselor. After the intake interview the client receives a small document called "Introducing Your Counseling Service" which describes a little bit about the nature of the service and introduces the client to some of the key elements in the decision making process. The initial interview with the counselor is designed around a number of key issues which we think are important in any counseling or helping interview.

We see it as both a rapport building and information gathering interview. It is important to find out what the client's expectations are from the counseling, what kinds of occupations should be investigated or identified, and relating information about some of these possibilities. Asking paraprofessional counselors, no matter how empathic they are by nature, to do this is impossible without some kind of support. Our initial interview report form is designed to do this. It addresses a number of specific areas such as the client's expectations from counseling, previous work and educational experience, potential obstacles and constraints that they can anticipate during an initial interview, volunteer or life experiences that may be important in terms of self exploration and trying to find some themes about one's own life. The form that we use is designed as an information collection system that can be relevant to both counseling needs and our research and evaluation needs. One side of the document is designed for counselor notes on the basis of the interview. The other side is for recording in coded form the information we need for research. Within each of the areas there are a variety of specific items that we like our counselors to talk about with the client. These are rather typical things that vocational counselors and career guidance people discuss with clients.

On the basis of the initial interview, the issue identification process is started. This is a meeting between the counselor and one of the counseling supervisors to try and say what all this information means. It is a fairly extensive conference. A lot of information is generated and collected by the counselor and the important point in the overall model of service-client interaction is what it means. What do we know about the client? What sort of counseling is indicated? The issue identification process is designed to summarize what is known about the client. What client needs are indicated? What procedures may be helpful in solving those needs? We then determine a counseling plan of action. We need to give paraprofessional counselors some kind of conceptual handout on what the

important areas to address are. What we try to do is identify a series of highly specific questions that we want the counselor and supervisor to address and answer yes or no to. For example: "Are the client's long range and short range career objectives clear? YES/NO. Are the occupations presently being considered by the client what she really wants versus what she will settle for? YES/NO." This is another problem when you are talking about career decisions with adults. And lastly: "Is the client free from sex stereotype thinking in the selection of occupational possibilities? YES/NO." This is a common problem when counseling women. If the answer is YES to any question then there is no problem and we are not going to address that question in counseling. If the answer is NO that suggests that some kind of intervention is necessary. Some kind of activity on the part of the service has to be set in motion. What kind? Again, we are working with paraprofessional counselors. They don't have a lot of experience in counseling although they have a lot of experience in living. It becomes important for a responsible service to try and identify with some sense of precision the counseling procedures that are going to be employed. For each question we try to map out a mini counseling intervention. This is a specific strategy which has some goals and some procedures built in. We try to train our counselors to deliver these kinds of counseling services rather than organize a training program around a series of general principles or highly specific skills like asking open ended questions. The training of counselors is organized around delivering intervention.

To go back to the first question: "Has the client considered her personal characteristics in the selection of an occupation or field for consideration?" A NO answer indicates that this is a self assessment issue, that something has to happen around the area of self assessment. The procedures used are summarized as the kind of activities the counselor engages in, the kind of resource materials used, and the kinds of referral agencies that are available to assist in this process. They are summarized distinctly, although they are not delivered distinctly, but integrated with each other in a coordinated way during the course of counseling with the client. The activities referred to in this area of counseling procedures attempts to describe all of those service oriented actions which occur between the time the client comes in and when termination occurs.

Let me speak briefly about the counselor recruitment and selection process. Our counselors are not considered technical aides as is sometimes true when paraprofessionals are used in other services. They are used for a series of activities normally associated with the direct delivery of services by professional counselors. We have tried to identify some soft criteria that can be utilized in the counselor selection process. We have at least two interviewers try to use these criteria to make a definite judgment on the basis of what they can elicit in a selection process interview. The interviewer uses a scale from 1 - 4, i.e., this seems highly characteristic of the applicant, to this seems highly uncharacteristic. In order to make these assessments during the selection interview, sometimes role playing or brief simulation exercises are used. The counselor supervisor who is conducting the selection interview might role play a typical client and ask the applicant how he or she might respond in order to get indications of the applicant's ability to respond empathically and genuinely. During the selection process we are talking about a variety of soft criteria that seem important to us and that have to be assessed as directly and specifically as possible.

These are the broad areas of counselor competency that we think are reasonably important to work through in a preservice training program for paraprofessional counselors. A program like this does not have to be two years in length as long as training activities are designed to meet specific objectives and provide some training experiences that are relative to those objectives. With paraprofessionals as well as with professional counselors training for professional growth never really ends. After the three week training program ongoing training and supervision is built into the work that the supervisors engage in with their counselors.

One of the nice results from employing paraprofessionals who may have been home based themselves, or students, or former teachers or even secretarial staff is to watch them begin to make moves toward professional accreditation as counselors. Others try to become employed in some of the other social service delivery systems in the community

which are willing to employ paraprofessionals in some sort of reasonably important way. One of the things we are trying to do is to demonstrate that you can take people without master's degrees in counseling and employ them in a way that only professionally accredited people have been employed in the past.

Most of these things I have been talking about will be available in the manuals we are preparing as are the things Barbara and John will be talking about.

I will now turn this over to Barbara Wilson who is our informational director and she will talk about the support systems that back up the counseling in terms of our referral network.

DR. BARBARA WILSON: We have developed a large resource center collection of materials for the use of our staff. When we reviewed available materials we noticed that they weren't always useful for our adult clients or for our counselors over the phone. Our counselors were paraprofessionals. They needed information in an easy to digest form to use while counseling over the phone. Our clients also needed material that wasn't geared toward young people and that wasn't blatantly sexist which a lot of the occupational information is. So working with the counseling component, we developed two kinds of basic materials, a directory of local resources, and some instructional materials in areas we thought were important for both counselors and clients. How we developed these materials and the nature of them is described in the manuals which are coming out as independant products. We feel they have been successful in our service and would be successful in other services working with adults.

Our major directory is our directory of educational training resources. It has four parts. The first is on local resources and lists 90 programs available in Rhode Island which give career training for adults. All our resources are in three ring note books or offset booklets which are easy to up date and fairly cheap to reproduce. Our information on local institutions is in

three ring notebooks on a double page spread. On each we have the name and address of the institution, and a contact person. This is not a project contact; it is a client contact. It is some person at each institution who has said he/she would talk to clients about enrolling. We have information on who has approved the institution, the admission requirements, general kinds of training, what kinds of programs and courses are offered. There is some back up data about supportive services available and any additional information. Each counselor has this notebook on the desk. The pages are regular paper so that the counselor can make notations on them such as comments about the programs such as "this program is especially good", or "I have heard some odd things about this program". They can write all over the pages and update them as they get new information. If the page gets messy it can be thrown away and a new one inserted. We have back up data for each program or course which is coded by career. We also list the programs by career. We use the Occupational Outlook Handbook (O.O.H.) code. For example: Auto Mechanic; we have listed all the programs in the area that train automobile mechanics by institution, telephone number of contact person and address. So that if some one says I would like to be an automobile mechanic, the counselor can turn to automobile mechanic in the directory and find out all the places where the training is offered. They can find out the contents of the program, the schedule, cost and method of payment, whether the school offers a diploma, degree or certificate. The client can make comparisons along those dimensions as well as compare the various programs to the requirements as cited in the O.O.H. Another example is an executive secretarial program. We find that the O.O.H. lists certain components in order to get a job. We look at our directory of educational and training sources and look at the major areas of various programs. A program which costs $1,000.00 and lasts 12 weeks may have a lot of fluff in it. It has grooming and all kinds of things that don't

seem essential at all. The client may decide it is not for her. Or she may find that something which is called a basic secretarial program has no stenography or the kind of stenography it offers is an out-of-date method that no one uses any more. So comparisons between programs can be made.

We do something interesting in our Liberal Arts and Sciences area. We code it by major and then give a list of possible career options for every major based on the O.O.H. That is the local resources section of our vocational education and training directory. It is two enormous notebooks. In addition, we survey the external degree programs that are available to our target population. We have information on the kind of assessment they do and the curriculum and learning options they offer. We also have some information on correspondance schools and how to go about evaluating them. For obvious reasons we put a lot of emphasis on the evaluation of correspondance schools. We have an annotated bibliography of all 90 of the directories in our resources center so that a client does not have to wade through all of them but can go directly to the three or four that might fill the needs for training outside the local areas. That is the major directory that is used by our counselors over the phone in counseling clients. It is very useful. Even professional counselors can't know all the programs in an area and may tend to rely on the one or two with which they are most familiar. This is a watch dog against that because when a counselor looks up a career and finds three or four pages of listing the client is forced to consider all those options. If a new school comes into the area we add it to the directory so that the counselor dosn't have to wade through all those catalogs.

The next directory we set up was a directory of all the career related supportive services in the area. This is our referral directory. If a client has a constraint and we can't help through our service, we refer them to the other sources in the area. We have 14 services in the referral directory such as child care. We list all

the child care services offered in the county with information on adult care because many of the people we counsel are responsible for the home care of older adults. We have information on special services for the emotionally, mentally and physically handicapped. We use this not only if someone has a severe emotional problem, but also it is valuable for some of our clients who find financial aid for going to school through these services. We find out in counseling over the phone that some one is blind in one eye and can probably find financial assistance to return to school through the referral services. We also list those agencies in the area which can provide information about specific careers. There is a hospital association in the area which will provide information about hospital careers. We have information about testing and about volunteer organizations where one can get some experience toward careers. We have information on consumer and legal services, financial aid, placement services in the area, transportation, and a whole section on special services for women, support groups, assertiveness training and other group situations women might need. Since we offer individual telephone counseling we can refer them to the kind of group situation which might fill their need.

The third directory is a directory of occupational projections. It has the annual openings for every year, the number of replacements yearly and the projected growth in the occupation.

We have also developed some informational materials geared toward adults instead of kids. The first is called the career development series. It covers the crucial areas in career development in a modular series of booklets to give the client reinforcement for the counseling issues. When the client calls and is interested in getting counseling, the first booklet is sent describing what we offer. It is called "Introducing Your Counseling Service". The next packet is a booklet called "Taking Stock of Yourself" which discusses and gives guidelines for assessing interests, needs, and abilities.

We do this so that the client will, in a sense, have homework and because the client does not have access to this information and can't sit with the phone cocked under her ear and take notes as the counselor gives information. So it is mainly reinforcement for the counseling sessions. We have a piece on "Exploring the World of Work" which talks about the basic facts to consider when looking at a career. It introduces the idea of job clusters in what we hope is a simple manner. It gives a bibliography of books to consider in investigating careers and includes a sample look at careers other than reading. One series is on overcoming obstacles in looking for a career and interested in training. The financial aid booklet summarizes basic financial aid for full- and part-time students. The booklet on choosing a school discusses the various things to consider in deciding on what kind of training is needed and some guidelines choosing a college or vocational school. There is a booklet on the job search. We have a little packet on the employment interview and on writing a resume. We discuss things to assess if the client has a lot of volunteer experience or home making skills. We discuss the pros and cons of including these in a resume.

We developed a series of materials to address specific issues of importance to our clients. One of them is called "Liberal Arts and Sciences and the World of Work". We have many clients who are considering getting into Liberal Arts, are already in Liberal Arts programs or have graduated from Liberal Arts programs and have called our service. I am sure that many of you know that institutions around the country are beginning to develop competency based curricula so that people can make some connection between the skills they get in Liberal Arts and the career world. We don't have any competency based curricula in Rhode Island, so this package is to help the clients themselves make the connections. It is whole career planning approach to Liberal Arts. We have a series of charts which match majors to careers. One of the things we do in this

package is give people examples of skills typical to many careers based on job descriptions in the O.O.H. and show where they get career related skills through engaging in certain activities. We have something on external degree study and how to use it as career preparation. We find that many of our adult clients have a lot of career related experience as well as college level learning experience and can get up to three years of advanced standing and get a degree in one year which minimizes the financial constraint considerably.

We have some special material we have designed for women and the kinds of problems they have in going back and finding training and finding work. We deal with these special problems in a booklet called "Women and the World of Work". We discuss the kind of sexual stereotyping that might have led to those problems and try to give an action plan for overcoming those problems. All of these products are based on the experience we have had and the new ones we are ordering are revisions based on our experience with clients and the informal feedback from counselors and clients and feedback from research. The ones we were using in the service said "if you need more information call your counselor". The revisions we are writing are self contained and say you may need to call a counselor and here are some ways to locate a counselor in your area. These revisions are therefore not geared directly to our service. I will now turn this over to John who is in many ways responsible for the revised versions we have done.

JOHN MURPHY: When we started the evaluation for the career education project, we had to set some purposes for the evaluation, some criteria on how we were going to operate. We had reviewed the literature which said that the interaction between evaluation people and service people had often ended in a bad relationship in which service was compromised and evaluation was compromised. We therefore decided to do only those evaluations that the other component leaders considered to be important to them. We saw research as being strictly a service to the other people in the project. We asked:

"What is it you would like to know about your operation?" We started to draw up a list of questions from each component. The Outreach Component asked and the others were also interested in "What kinds of clients are we getting? How many do we get? Do the number of clients vary? Are there more coming in at the beginning of the week or the end of the week? Are there seasonal fluctuations in the number of clients coming in?" In general we were asked how many of what kind. People were interested in what goes on in the client-counselor interaction. How can we get information on what the client things of the service. We came up with a simple model which consists of the base line data, the process, and the outcomes.

The base line consists of getting the intake information in the initial interview. We said that the base line includes those factors which define the clients' characteristics prior to participating in the service. Specifically that includes age, sex, race, total family income, educational attainment, educational background, past work experience, reasons for calling the service, career expectations. This information is collected at two different times. First when the person calls and the call is taken by a clerk in the counseling section. We have set up a very structured interview instrument. There is a series of questions to find out how the client heard about our service and to act as a sieve to determine if the client is entitled to our service. If the prospective clients are not in the target population, then we cannot serve them and they are referred to our resource center as an alternative to the service itself. If we determine that the person is a part of our population, a counseling interview is set up. The intake is highly controlled and structured whereas the initial counseling interview is semi-structured. The counselor is free to move around. The questions do not have to be asked in order. Sometimes the answers are written during the session and sometimes the counselor will fill in the answers after the session. We had to come up with some sort

of compromise between the needs of research to have structured data taken under controlled conditions and the need for the counselor to have the freedom to interplay which is necessary in counseling.

The next section was the process. We have constructed a form to be filled out which relates to what has taken place between the client and the counselor in any one session. It records some of the things that were talked about, some of the counseling issues that took place in that particular session. We want to know what occupations may have been discussed during that particular counseling session. These are entered on the document and when the document comes to research we code it according to the Federal Census Occupation Code as well as the Roe Scale to classify occupations. We then want to know which constraints were discussed during that particular session. Were they child care, financial, husband and family, health, transportation or others? We then want information about what resources were used which had been prepared by the information unit. Were any materials sent to the client? If so, which? Were any referrals made and if so where? All the counselor has to do is write in what kind of referral, we call them E.T.R. meaning education, training referral. All this is coded and stored in our data bank. Then we want to know what was the result of having referred a client to an ETR? Did the client make the contact? We then use a summary of calls sheet to do a content analysis of materials.

The next thing which is important is the process of termination. We have a list of things which we think could possibly happen to a client when they exit from the service. I should say that we do not terminate a client. That seems to have rather a sinister note about it. We get caught in the jargon once in a while and people get horrified and ask what happens when you terminate a client. We don't. They leave the service. One thing that could happen on the basis of having received information is that the client could say: "I don't want to go into the world of work

or into an E.T.R." I've looked it over and I have decided that I am very satisfied where I am". We allow for that outcome. Another is that someone could enroll in or become associated with some kind of formal training so that we have an E.T.R. related outcome. If at the same time that the client exits from the service a job has been secured we check that. We allow for multiple checking because someone could very well be enrolled in an E.T.R. and also have taken a job. We then try to get some more specific information about the E.T.R. and/or the job with additional questions that relate specifically to those areas.

Not all questions are filled out for all clients. Clients are also allowed to come back into the service. Because we receive a termination form does not mean that the client may not reactivate. One week after the termination we contact the client and go through a rather extensive instrument that has to do with the client's feeling about the service. We ask for an overall reaction: "How satisfied are you that your counselor understood your reason for calling the career counseling service?" This is measured on a five point scale from very satisfied to very dissatisfied. Then we ask: "Did your counseling involve talking about yourself and thinking about such things as personal interests, abilities, needs, concerns?" We want to know how good a job we did on that. The next area is the world of work: "Did your counselor talk about jobs and occupations? How would you rate the kind of job we did on that?" Then we go into constraints: "Did your counselor talk about constraints and were you satisfied?" So we have rated constraints, E.T.R. referrals, training referrals, job search, information and evaluation of the counselor and finally evaluation of the telephone. How did the client like receiving counseling on the telephone?

We have some results. First, the demographic information: the group between the ages of 20 and 39 is the largest. We also have a trend. We notice that the age group and the type of client have changed as the economic conditions of the country have worsened. We

notice that we are getting more and more males. We started with 80% women and that figure is now 72%. In educational attainment we found the low to be high school graduate; but the number of people who have had some college and the college graduate number is increasing as the economic conditions worsen. This has implications for other sections of the project in terms of the kinds of information needed and the kinds of training needed for counselors to be able to handle these very special problems.

Our clients are 92% white, 4.3% black and 1.7% other. We have an overall black population in the State of Rhode Island of 5% and we have some special minority groups. We have a high concentration of Portugese speaking people from the Azores who have some very special needs.

Based on 300 people, 98% were involved in discussing their personal needs, interests, abilities and concerns. 91% discussed the world of work, jobs and job satisfaction with their counselors; 47% were involved at some time or other in discussing obstacles and constraints; 77% talked about education and training and 33% were involved with job search. In terms of the clients' rating of the service, based on 255 people who discussed personal concerns, 44% said excellent, 44% said good, 10% fair, 2% poor and 1% other. These are people who either refused to answer or the answer was not ascertained. We have 205 people who talked about the world of work. We have some figures on E.T.R.s. These figures are being revised but at the time of termination we had 1.4% who had already completed E.T.R.s. We asked why these people were not terminated at the time they entered training? Well, some of them come in with a goal of getting their high school equivalency but they also have goals beyond this and want to go on with training. The counselor is not obliged to stop counseling at this time. It is quite possible that during the counseling period the client could enter some

kind of training, complete that training, and re-enroll in something else. Based on a sample of 520 people, 16% were enrolled in some kind of education or training, 8.5% had applied and been accepted, and 24% had decided to enroll but were not going to do it immediately. We have additional information about when they expect to get started and we also plan a long term follow-up to find out what the results of these commitments were. For instance, a year ago we took 100 of our terminated clients and did a special in-depth study. We brought in people with master's degrees in social work and trained them. We sent them out to talk to these people in a much more free style type of interview. We got a wealth of information on how they related to the E.T.R.s, how the E.T.R.s related to them, how they felt they fitted in with the peer groups in classes and much more supplementary information.

We have one more large scale activity that we are going to engage in before the client-project contact breaks down. We are going to have some in-depth interviews with another series of clients to try to find out how participation in this project has affected their lives and the lives of their families and friends. This is to try to come up with some kind of judgment as to what effect this project has had. We tried to do a traditional kind of study that says this treatment is better than no treatment; it is better than any other kind of treatment, etc. It was impossible to incorporate that so we abandoned the effort to do any kind of formal statistical true design and decided to do it in a much softer way.

The film "Chris Begins Again" was shown.

QUESTION: How much spillover do you get? The question occurred to me when you said how did it affect the people around you. How many people call in and say, "Hey, my girl friend went through your service and it was just great. Can I go through your service?"

JOHN MURPHY: I don't have the exact figures with me but one of the catagories we have under asking people how they heard about us is personal referral and we have noticed as the project developed that the percentage of personal referrals has grown and grown.

QUESTION: How big a staff do you have?

GROTHE: Right now the project is phasing out of existence because we lose our funding as of the end of this year. The counseling component at its maximum had 10 paraprofessional counselors, 2 full-time supervisors and a part-time supervisor. The information service had a staff of eight at its maximum as the materials were being developed. There was a management staff and a research staff. The largest number was between 40 and 45 that made up the project. It was a large effort.

QUESTION: What was your funding?

GROETHE: The funding was through the National Institute of Education. The largest amount we had in the year when we had the most people was around $900,000. Before you blink twice about that, it is a very common figure for research and development groups where they invest very heavily in the beginning of the service with the expectation that the investment will pay off in products and materials developed at the end.

QUESTION: We saw in the film the records that the counselors kept of each interview. Could you tell us what use is made of those records in your research effort and how else you may be using them? It is obvious that the supervisor must go over them with the counselor in preparing a plan.

GROTHE: There are two basic records that are kept on each individual interview. One is the interview record form and the other is a summary of the call which is typed from dictation. Those are stored in the counseling service record files. When any of these records are

transferred to the research and evaluation component they are identified by a code number to insure confidentiality. It was important to us to be sure these records were confidential so that the only people who see them are the counselor, the supervisor, and the typist.

QUESTION: What is going to happen when the funding ceases and this project is over?

GROTHE: We are currently trying to work with the State Department of Education in Rhode Island to move to what we call a local adaptation of the model. The other thing we are doing is to try to let people all over the country know what we have been doing so that those people in the adult education community, in community colleges and in a whole variety of other places will ask for help to do the same kinds of things. The project as you have seen it here is over as of September because the research and development effort which surrounds a project like this is no longer necessary.

QUESTION: But you don't mean that the service is no longer necessary?

GROTHE: The State Department of Education in Rhode Island is recommending to the Board of Regents that the service be continued on a state-wide basis to all adults in Rhode Island. They are trying to put together the money to continue it with about 10 counselors and make it much more a service project than a research and development one. We hope this is going to happe

WILSON: We also hope that it will happen in other places around the country. One of the purposes of the manuals is to give people ideas. We have produced a manual on how to operate a telephone counseling service which includes how to select counselors. We have manuals on how to create those products which support the service which have to be replicated like the local data bank. We have other materials which we have found useful that people can use in their service without adaptation. We have information on

how to do a minimal Research; the kind you need to get good feedback. And we are going around and talking to people because we know it can't all be done by reading.

QUESTION: Do I understand that this is completely free to the client?

GROTHE: Oh, indeed, yes.

QUESTION: Is some sort of team being developed to work in the interim period?

GROTHE: That remains to be seen. What we would like is for the National Institute of Education to provide some technical assistance support to the state so the operation can continue. We hope that the manuals are good enough so that people experienced in the delivery of social services will have enough information to locally adapt the system but certain kinds of technical support and assistance are probably going to be required. It is hard for us to say right now. We don't want this thing to die. We really think that it is important. It is going to be so sad if the work that we have spent the last three years on ends up sitting on a shelf. Given the fact that there is a 17% unemployment rate in Rhode Island, we say we still have to set up services like this for people that haven't been served very well. We have to help them get jobs, too. We feel that local adaptation, once it occurs, will keep it alive so that there will always be a service in Rhode Island. We are increasingly talking to people in other states and other settings as to how they might have a similar service to reach out to a clientele or a constituency that they have been talking about reaching for many years but have not been successful in reaching.

WILSON: One of the reasons we are interested in having a group like this getting a hold of these products we have produced is that we have them available in limited quantities. While they are available they are free. After we run out of free copies, we're going to have to find

some other source of funding or we are going to have to start printing them up at cost. We want the larger community to get these things to see if they would be useful to them. We have spent some time on them. We have found them useful. There are only a few copies and we want people to have them.

EDITORS NOTE: If you would like more information about the Career Education Project, to review the products developed, or to explore ways in which their experience might be useful to you, call: (617) 969-7100 and ask for the Career Education Project, or write:

Career Education Project
Educational Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

The film "Chris Begins Again" is also available for sale or rental.

ANNUAL BUSINESS MEETING OF THE ASSOCIATION

Adult Student Personnel Association, Inc.
April 12, 1975

The Annual Business Meeting of the Association was called to order by President Eleanor Love at the Belmont Hotel, New York.

Secretary Dorothy Becker read the minutes of the last annual meeting which will be published in the proceedings of the Ft. Mitchell convention. It was moved by Miller, seconded by Williams to accept the minutes as read. The motion passed.

Dr. Beryl Williams distributed copies of the treasurer's report (a copy is attached). She recommended the appointment of a chairperson for membership who would handle membership records, send out membership cards and be in charge of membership recruitment. She also recommended that a committee be appointed to make a yearly budget proposal.

It was moved by Howard, seconded by Grimes to accept the treasurer's report and recommendations with special thanks to Dr. Williams for her efforts. The motion passed.

Publications Report

Proceedings: The proceedings from Ft. Mitchell and New Hope will be ready for printing soon.

There have been two newsletters published this year and a third will be printed and sent before the end of June. This will include a list of publications available for sale.

The Journal is now at the printers. Dean Wendall Rayburn of University College, University of Louisville, has succeeded as Editor.

Liaison Reports

CAEO now puts out a newsletter. Allen is now working in CAEO on a communication, nation wide, on life-long learning. It's theme: "Learn More - Live Better". Miller is working thru the National Center for Educational Statistics to gather

more information on adult students. They are trying to decide what information should be gathered and how to use that information to influence policies. Miller has been nominated to the Board of NCHEMS. CAEO has passed a resolution on women in adult education. Allen reports that CAEO is beginning to function as an entity beyond its individual members.

It was moved by Becker, seconded by Green that Allen and Miller be commended for their work on our behalf with CAEO. The motion passed.

USAES: Grimes reported that Dr. Williams is the moderator of the Board of Trustees of USAES. He reported that the ASPA Board has authorized him to try to arrange a coordinated national meeting with USAES in 1976 or 1977.

ACHE: Will meet in November in Salt Lake City preceeded by the AEA. Grimes reported that we propose to try to work out a closer working relationship with both organizations.

ACPA: Green reported that her chairpersonship has ended. Dr. William Tracy of Marquette University succeeded her. At his recommendation, Commission XIII has been deactivated. Becker is working within ACPA to try to reacti- it. Allen had a Commission XIII sponsored program at the Atlanta convention.

TAX EXEMPT STATUS

The application for tax exempt status is now ready to be submitted, thanks to the efforts of Williams' graduate assistant Sama Mondeh. It was moved by Allen, seconded by Green to commend Williams and Becker for their efforts on this project. The motion passed.

It was moved by Green, seconded by Miller that a letter of thanks be sent to Sama Mondeh who did such an excellent job of preparing the financial statement for the Federal application. The motion passed.

NOMINATIONS

Allen stated that nominations or volunteers for office will be accepted by him until the conclusion of the convention. He explained the organizational setup which consists of a president, president-elect, treasurer (elected in odd numbered years), secretary (elected in even numbered years) and six trustees, two of whom are elected each year. There was a brief discussion of the philosophic position of presenting single slates of multiple slates, but no conclusions were reached.

HISTORIAN

Allen reported that he has gathered historical papers of the organization and that they have been deposited with the Adult Education Archives at Syracuse University.

RESOLUTIONS

Green presented a resolution, seconded by Allen that Dr. Martha Farmer be made a life-time honorary member of the Board of Trustees in recognition of her unique contributions and of her retirement. Because of the constitutional matters involved, Howard moved, seconded by Green that the matter be referred to the Board of Trustees with instructions to implement. The motion passed.

Green presented a resolution: "Be it resolved that A.S.P.A. endorse the continuous career decision alternate work pattern as presented by Dr. Mary T. Howard as a viable model and encourage efforts for its implementation through publication, investigation of financial systems and such other media as may support its development." It was moved by Green, seconded by Miller that the resolution be adopted. Motion passed.

It was moved by Allen, seconded by Howard that A.S.P.A. take positive action to endorse the C.A.E.O. resolution on International Women's Year. The motion passed. The resolution reads:

RESOLUTION CONCERNING WOMEN AS PROFESSIONALS IN ADULT EDUCATION

WHEREAS, the United Nations has proclaimed 1975 International Women's Year as a call to action to:

* Promote equality between men and women;

* Integrate women into the total societal and economic development of nations;

* Recognize women's increasing contribution to the economy and social stability of their nations and to strengthening world peace;

* Provide women with broader, continuous educational opportunities for personal and professional growth in order to benefit their families, their communities, their nations as well as themselves;

and

WHEREAS, Gerald Ford, President of the United States of America, in signing an Executive Order observing International Women's Year remarked (in part):

> "New ground must be broken in the advances made by women. . . . The relationship between the improved economic and educational status of women and the improvement of communities in which they live is very, very clear. . . .
>
> "The vast potential of women has only been partially explored. . . . International Women's Year is not just for women, it is for all people dedicated to seeing that the highest potential of each human being is fully achieved. . . ."

and

WHEREAS, women as students represent the fastest growing segment of continuing education today; are the new majority in post-secondary education; and are participants in all levels and all academic fields of knowledge; and

WHEREAS, women as professionals in continuing education have demonstrated abilities as leaders in conceptualizing, planning and implementing creative and frequently multidisciplinary non-traditional curricula, materials and methods; have responded and been sensitive to economic, cultural and sociological needs and changes in society; and have shown the capacity for responsibility in facilitating social change;

and

WHEREAS, women have developed educational activities and assisted governmental agencies in the implementation of Affirmative Action programs in order to provide equal opportunities for women and all minorities so that they may share in the responsibilities and benefits of full citizenship;

and

WHEREAS, women as leaders are willing and able to assume positions in their chosen profession on the basis of merit and not as tokens;

and

WHEREAS, women should have administrative and executive opportunities equal to those of men to develop and to demonstrate their abilities and skills;

and

WHEREAS, women lack full representation in adult and continuing education structures; in providing leadership; in participation in committees, boards and professional organizations; as consultants, evaluators, research, journal, and accreditation team members; and in other policy and development areas;

NOW THEREFORE BE IT RESOLVED THAT THE COALITION OF ADULT EDUCATION ORGANIZATIONS in the spirit of colleagueal relationships in adult and continuing education:

1) recognizes that both men and women must be morally concerned and actively committed to providing opportunities in an atmosphere of mutual respect and support which recognizes that women should be included in the spectrum of social and professional exchanges with their male colleagues in formal as well as informal activities;

2) calls for equity for women in all wages and benefits;

3) encourages administrators of all institutions and associations to make a strong commitment towards giving women opportunities to demonstrate their abilities, without the limitation of sex-stereotyped thinking;

4) encourages administrators of all institutions and associations to actively recruit and encourage women to compete for a diversity of positions including administrative ones;

5) encourages administrators of all institutions and associations to provide opportunities for upward-mobility in career development and for expanded educational and administrative training opportunities for professional women in all appropriate fields;

6) encourages administrators of all institutions and associations to select or appoint women to policy-making boards, commissions, and committees;

BE IT RESOLVED, in the spirit of International Women's Year.

President Love made a call for bids for the 1977, 1978 and 1979 ASPA conferences.

The program for the coming year will be built around the 1976 conference theme of "continuous Career Changes".

Grimes welcomed the 1976 conference to Chicago.

A possibility of 1977 conference in Atlantic City, N.J. was put forth.

President Love's report of the year's activities followed:

We sent letters to colleges and universities exploring adult student personnel programs within the student personnel training programs. Some universities indicated an interest in meeting with us but lack of funds made that impossible.

Two newsletters were sent to members.

A conference committee sent out a number of public relations materials not only to membership but to other possibly interested people.

She hoped that all present and those not present would put A.S.P.A. on their conference list for next year. Everyone is asked to reassess his/her dedication and responsibility to A.S.P.A.

It was moved by Howard, seconded by Green that a vote of appreciation be rendered to Frank Petrone, Jackson Jupp and the rest of the committee for the fine conference arrangements. The motion passed.

The meeting was adjourned.

Respectfully submitted,

Dorothy Becker

Dorothy Becker, Secretary

TREASURER'S REPORT

Balance, December 31, 1973		$ 698.07
Receipts:		
Professional memberships	$ 740.00	
Institutional memberships	572.50	
Student memberships	17.50	
Royalties from book	26.22	
Conference income	726.70	
Other income (Journal)	12.00	
		2094.92
		$2792.99
Disbursements: Postal expense	$ 121.60	
Travel expense	686.03	
Conference expense	608.53	
Printing expense	328.95	
Telephone bill	158.45	
Stationery	61.67	
CAEO dues, 1974, 1975	200.00	
Miscellaneous expense	63.50	
		2228.73
		$564.26

Presidential Message

ADULT COUNSELING FOR CAREER CHANGES

Dr. Eleanor Y. Love
University of Louisville

Think back ten years and count the changes you have seen in Education, Politics, Religion, Minority Groups, Social Exposure -- you name it -- and you can think of hundreds of changes that have been made.

Career changes in mid-life has been in existence for many years; in a sort of unprogrammed or unrecognized way.

In the years ahead we are going to see, or at least be conscious of, people changing their careers during mid-life. As Adult Student Personnel workers, we need to blaze the trail for these adults.

There will be at least two types of adults that will be changing their careers:

1. The undergraduate adult student who has worked at a job perhaps not prepared for or desired. This adult possibly had to take a job before completion of college because of financial need of self or family. Some took jobs before the completion of college because they had a need to be in the world of work. Or maybe, college became unmeaningful. Some left college before completion to work in their homes for their families as a nurse, doctor, cook, or we could call this career a homemaking career.

2. The graduate adult wishing to change careers could be the one who just fell into his present career due to such circumstances as parents' influence, school influence or an individual who was very influential in this area. There are some adults who have worked so long in one career that there

is no longer any more challenge. They just decide they want "out". When they are at this point, they are ready to go out and seek a new job, even if it means losing tenure, reduction in pay, or a less prestigious position.

In thinking about those changing jobs, let us not forget the mid-life person that has never had a job. All of these adults need the ear of a counselor.

Since the counselor's role is to listen intently, the counselor has a chance to find out:

1. The background of the client.
2. Those that have influenced the client into the present job.
3. The educational preparation of the client.
4. The reasons for desiring to change jobs.
5. The success and failure the person experienced on his/her previous job or jobs.
6. The future trends of the career they are planning on entering.
7. The qualifications of the career that the client is planning on entering (especially the age level).

The counselor has the opportunity to help the client enter other college programs. The counselor could help the client get credit for prior learning. The counselor could give the client information about correspondence study, credit by examination, and a credit bank to help the client accumulate credit toward a desired degree or certificate.

The counselor can help the adult to learn to live with tentative situations.

The counselor could help the client or adult student to look at goals realistically.

The counselor could help the adult student look at the need fulfillment of the new career desired.

The counselor could help the adult student to look at the change in "self" that may be needed for a change in career.

The counselor could encourage job experiences or internships in the new career the adult student plans on entering.

The counselor could help the low income, non employed adult to receive training for a career.

There is a psychological fear that most adults have in entering a new career that must be dealt with diplomatically by the counselor.

Counseling adults in mid-life career change is a job in itself.

Institutions of higher learning must begin to see the need for positions to do just this, nothing more.

DEMONSTRATION - COMPUTER BASED EDUCATIONAL OPPORTUNITY CENTER

Mr. Jackson Jupp
Bronx Community College

There are several computer systems available that help to expand the information available to adult students. These systems generally support student services in two ways: students receive information directly from computerized data banks or administrators receive information about the utilization of student services which can help them to expand certain services according to developing trends. Data terminals in service areas can provide instant information to students as rapidly as they can type their requests directly on the keyboard.

The City University of New York (CUNY) has such a system working at several campus locations providing day and evening students with both career and social service information. Centralized computer banks hold the data and campus terminals request the information over regular telephone lines. The CUNY Office of Admissions Services provides information services to adults through the COMPUTER BASED EDUCATIONAL OPPORTUNITY CENTER under the direction of Nathan Johns.

Some of the information available is:

CONTINUING EDUCATION - ADULT PROGRAMS
SPECIAL PROGRAMS FOR VETERANS
EQUIVALENCY DIPLOMA PREPARATORY PROGRAMS
ENGLISH AS A SECOND LANGUAGE PROGRAMS
REMEDIAL AND TUTORIAL SERVICES
DAY CARE CENTER LOCATOR
OCCUPATIONAL INFORMATION
ADMISSION REQUIREMENTS
FINANCIAL AID
PROGRAMS FOR PHYSICALLY HANDICAPPED
BUSINESS/INDUSTRY/GOVERNMENT
TRADE & BUSINESS SCHOOLS
APPRENTICESHIP TRAINING
MANPOWER PROGRAMS
LABOR UNION PROGRAMS
FOUR YEAR COLLEGES
TWO YEAR COLLEGES

At the demonstration, an operator typed in requests on the keyboard to call up information from the files for a specific inquiry or to initiate a general search for all information in a general area.

Members present at the Conference asked for information on training programs, occupational information, and college programs. The occupational index provided information on job activities, job requirements, working conditions, earnings, and job outlook. Printout was created in detail to demonstrate a comprehensive and current rundown. Information on training programs was printed out from the telephone terminal for a variety of programs.

A fascinating part of the program is the day care locator which provides people with a quick way to find day care centers by means of a zip code location. Distinctions are made between infant, preschool programs, and family care. The terminal asks the student to make these distinctions and indicate a zip code. The terminal prints out a listing showing location and telephone number for each center.

Many adult students have been away from formal education for years. As a result, they do not know how to hunt for basic information on programs. They do not have the spare time to sift through mounds of data looking for details which may apply to their situation. This type of computerized file clearly demonstrates how computer terminals may be used to search for basic information. Various systems, such as the day care locator, can rapidly sort through long and detailed lists to provide the adult student with a quick printout of specific information.

HISTORICAL DATA

A.S.P.A. Presidents

1961-63	Dr. Martha L. Farmer City College of New York
1963-65	Dr. George F. Knerr Pace College
1965-67	Mr. Jerrold I. Hirsch Newark College of Engineering
1967-69	Dr. Emerson Coyle Brooklyn College
1969-71	Dr. Jean A. Rockwell Rider College - Hunter College
1971-73	Dean Edward W. Phoenix Rutgers - The State University
1973-74	Mr. Robert A. Allen, Jr. University of Rochester
1974-75	Dr. Eleanor Y. Love University of Louisville

HISTORICAL DATA

CONFERENCES

1st - March 9, 1963
Loeb Student Center
New York University, New York

2nd - April 18, 1964
Drexel Institute of Technology
Philadelphia, Pennsylvania

3rd - May 1, 1965
Men's Faculty Club
Columbia University, New York

4th - April 21-22, 1966
The Treadway Inn
St. David's, Pennsylvania

5th - March 3-5, 1967
The Laurels Hotel & Country Club
Monticello, New York

6th - March 1-3, 1968
The Laurels Hotel & Country Club
Monticello, New York

7th - December 6-8, 1969
The Galaxy Conference on Adult Education
Washington, D. C.

8th - October 2-4, 1970
Chalfont - Haddon Hall
Atlantic City, New Jersey

9th - October 8-10, 1971
Holiday Inn
New Hope, Pennsylvania

10th - March 8-10, 1973
Quality Inn, Capitol Hill
Washington, D.C.

11th - March 14-16, 1974
Rowntowner Inn
Ft. Mitchell, Kentucky

12th - April 10-12, 1975
Belmont Hotel, New York, N. Y.

RECIPIENTS OF BERNARD WEBSTER REED MEMORIAL AWARD

1963 Dean Thomas A. Emmet
University of Detroit

1964 Dr. Martha L. Farmer
The City College of the
City University of New York

1965 Dr. George F. Knerr
Pace College

1966 Rev. Richard T. Deters, S.J.
Xavier University

1967 Dr. Sol Jac bson
Brooklyn College of the
City University of New York

1968 Mr. Jerrold I. Hirsch
Nassau Community College

Mrs. Jean Rockwell Smith
Rider College

1969 Dr. Goldie R. Kaback
The City College of the
City University of New York

1970 Mr. Howard Benfield
Drexel University

1971 Dean Robert Moseley
Dutchess Community College

1973 Dr. Daniel R. Lang
Northwestern University

1974 Dr. Clarence Thompson
Drake University (retired)

Mr. Robert A. Allen, Jr.
University of Rochester

1975 Dr. Sherman V. M. Kent
Rider College